DOCUMENT RESUME

ED 380 327 SO 024 202

TITLE	Thailand. National Studies. Asia-Pacific Programme of Education for All.
INSTITUTION	United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.
PUB DATE	91
NOTE	67p.
AVAILABLE FROM	United Nations Educational Scientific, and Cultural Organization, Principal Regional Office for Asia and the Pacific, P.O. Box 967, Prakanong Post Office, Bangkok 10110, Thailand.
PUB TYPE	Information Analyses (070) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Adult Basic Education; *Basic Skills; Developing Nations; Educational Assessment; Educational Cooperation; Educational Planning; *Educational Policy; Educational Research; Elementary Education; *Equal Education; Foreign Countries; *Literacy
IDENTIFIERS	*Asia Pacific Programme of Education for All; *Thailand; UNESCO

ABSTRACT

This study examines the work of the Asia-Pacific Programme of Education for All (APPEAL) since its 1987 inception. Efforts to assess educational achievement at the local, regional, and national levels in Thailand are examined with a view to achieving universal primary education; eradicating illiteracy; and providing continuing education in support of the above objectives. Chapters include: (1) "Policies and Targets of Primary Education"; (2) "Toward Education for All"; and (3) "Strategies to Achieve the Goals of EOI and CE." Statistical data are presented, showing that 14.5 percent of the population 10 years of age and above are illiterates with 50 percent of those in the working age group and living in remote rural areas. Suggested strategies to address the program goals involve the work of the Department of Non-Formal Education and the Office of the National Primary Education Commission (ONPEC). Five statistical tables conclude the document. (EH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 380 327

Asia-Pacific Programme of Education for All

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
TIAO PHOUANGSAVATH
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

UNESCO. Principal Regional Office for Asia and the Pacific.
National studies: Thailand. Bangkok, 1991.
58 p. (Asia-Pacific Programme of Education for All)

1. PRIMARY EDUCATION – THAILAND. 2. UNIVERSAL EDUCATION – THAILAND. 3. LITERACY – THAILAND. I. Title. II. Series.

379.5
379.24

A P P E A L

Asia-Pacific Programme of Education for All

National Studies:

UNESCO PRINCIPAL REGIONAL OFFICE
FOR ASIA AND THE PACIFIC
Bangkok, 1991

© UNESCO 1991

Published by the
UNESCO Principal Regional Office for Asia and the Pacific
P.O. Box 967, Prakanong Post Office
Bangkok 10110, Thailand

Printed in Thailand

The designations employed and the presentation of material throughout the publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning its frontiers or boundaries.

BKL/91/M/144-1000

Contents

Preface

Summary

Chapter 1 Policies and Targets of Primary Education 1

Chapter 2 Toward Education for All 15

Chapter 3 Strategies to Achieve the Goals of EOI and CE 41

Statistical Tables 57

Preface

The Asia-Pacific Programme of Education for All (APPEAL) was launched on 23 February 1987 from New Delhi, India by the then Director-General of UNESCO.

Through regional co-operation APPEAL aims to facilitate the national efforts of the Member States in Asia and the Pacific with a view to:

a) Achieving universal primary education;

b) Eradicating illiteracy; and

c) Providing continuing education in support of (a) and (b) above.

After the launching of APPEAL, the Member States formed National Co-ordination Mechanisms for APPEAL to mobilize public opinion in favour of literacy programmes, primary education and continuing education, and strengthening those programmes at government as well as non-governmental levels. Many Member States have organized national special events like seminars and workshops to mark the launching of APPEAL in their respective countries. As of December 1989, 20 Member States have formed National Co-ordination Committees for APPEAL or designed existing organizations as National Co-ordination Mechanisms for APPEAL Afghanistan, Australia, Bangladesh, China, India, Indonesia, Iran, Japan, Laos, Malaysia, Maldives, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Thailand and Viet Nam.

In order to assist the Member States to formulate national strategies to implement APPEAL in their countries, the UNESCO Principal Regional Office for Asia and the Pacific (PROAP) organized a Regional Workshop for National Co-ordinators of APPEAL in co-operation with the Ministry of Education and Government of Thailand in Chiangmai, Thailand August 1987. This workshop discussed and developed approaches and strategies to implement APPEAL at the regional, national and local levels. It was attended by 31 primary education, literacy, and continuing education experts from 16 Member States in Asia and the Pacific.

Tangible outputs of this regional workshop were national plans of participating countries and a regional plan of action for the implementation of APPEAL, as well as a sincere commitment from the participants of the countries represented to pursue with vigor the implementation of APPEAL.

UNESCO convened the first Meeting for Regional Co-ordination of APPEAL in Bangkok, Thailand, November 1988. Preparatory to this First Meeting for the Regional Co-ordination of APPEAL, UNESCO/PROAP requested the National Co-ordination Committee/Mechanism to conduct a National Study of APPEAL highlighting achievement, problems, policies and plans to achieve the goals of APPEAL.

The National Studies was submitted to the First Meeting for Regional Co-ordination of APPEAL which discussed the issues raised by the national studies and made a number of suggestions to UNESCO and the Member States for the improvement of plans, progress and strategies for achieving the goals of APPEAL.

UNESCO/PROAP is very grateful to the National Co-ordination Committee/Mechanisms for APPEAL and the National Commission for UNESCO in the Member States for providing the national studies and making it available for all people concerned. Unesco also acknowledge the contribution made by individual scholars to prepare the studies.

The national studies provide very valuable information, data and insight of planned and existing programmes in literacy, primary education and continuing education. UNESCO/PROAP is therefore, very happy to publish it and make it available for all interested.

Summary

The government has not yet been able to enrol every school-age child. About 3 per cent of school-age children remain out-of-school. These are mainly disabled children, slum children, children in remote areas and the children of migrant workers, hill-tribe people and other minority groups. The rate of repetition remains high, especially in Grade 1 where it is 7.75 per cent. In 1970 the enrolment rate of children in the 7-12 year age group was 74.3 per cent. In 1978 compulsory education was reduced to 6 years. As a result the enrolment rate of children aged 7-12 years increased to 83.3 per cent in 1980.

A survey taken in 1980 revealed that there were 3.3 million illiterates. From 1982-86 approximately 1 million people were made literate. Literacy training and continuing education need to focus upon the following groups: drop-outs; youth and women outside the school system; people in slums and rural areas; the handicapped and disadvantaged population.

Thailand has realized the importance of literacy for a long time, and tried to combat illiteracy since 1937. However, the Office of the National Economic and Social Development Board revealed in 1980 that 14.5 per cent of the population of 10 years of age and above were illiterates. Of this number, nearly 50 per cent were in the working age group and the majority of them lived in the rural and poverty stricken areas .

The Department of Non-Formal Education is responsible for the eradication of illiteracy and for the continuing education outside the formal education system, while ONPEC is responsible for primary education within the formal education schooling system. Each organization has its individual policies, planning and objectives. The National Coordinating Committee for APPEAL acts as their coordinator at the national level.

BEST COPY AVAILABLE

Chapter 1

Policies and Targets of Primary Education

At present, the management of primary education in Thailand is undertaken by both the Government and the private sector. Its provision is mainly carried out within the formal schooling system. The Office of the National Primary Education Commission (ONPEC) is responsible for 90 per cent of the total number of children in the compulsory school-age group. The remaining 10 per cent are looked after by other institutions both from the private and the Government sectors such as: Education Welfare Schools and Special Education schools of the General Education Department; primary schools under the jurisdiction of the Municipality of Pattaya City and the Bangkok Metropolitan Administration; universities' and teacher colleges' demonstration schools; primary schools under the jurisdiction of the Public Welfare Department and the Border Patrol Police General Headquarters; and primary schools run by the private sector.

Policies

Quantitative Aspects

The quantitative aspects are primarily to promote the provision of kindergarten schooling for pre-school children in order to prepare them for primary education by encouraging cooperation between schools and communities in the implementation of projects in the linguistically and economically disadvantaged areas. In the urban areas, pre-school education would be provided only as pilot projects and for research purposes. The provision of primary education needs to be further accelerated in order to reach every school age child in line with the Primary Education Act B.E. 2523 (1980). Emphasis would be put on the improvement of school enrolment models which meet local conditions.

Targets

1. Kindergarten schooling would be provided in primary schools for not less than 30 per cent of children of the 4-5 age group, starting from 1989 onwards. Every school in the linguistically and economically disadvantaged areas would be covered as would every school in rural areas which are ready to receive kindergarten schooling. Kindergarten schooling would be provided in urban areas as pilot projects with at least one kindergarten per province.
2. Not less than 80 per cent of school-age children should be enrolled and complete primary education within six years.
3. The drop-out rate should be reduced to a figure not exceeding 1 per cent by 1991.
4. Allocate and decentralize all types of resources and personnel in accordance with set standards by 1991.
5. Construct, repair and renovate school and supplementary buildings as well as equipment to keep them in good condition and in sufficient number for schools' needs. Provide transportation facilities for every District Primary Education Office for supervisory purposes.

Corresponding Programmes/Projects

- Kindergarten Education Project.
- Improvement of the Efficiency of the Enforcement of the 1980 Primary Education Act.
- Provision of Textbooks and Stationery for Poor Pupils.
- Provision of Uniforms for Poor Pupils.
- Qualitative Improvement of Teaching-Learning Activities in Every Subject Area.
- Qualitative Improvement of Primary Education.

Qualitative Aspects

Accelerate the qualitative improvement of primary school pupils in line with the 1978 primary education curriculum. Emphasis would be put on the improvement of teaching-learning in all subject areas, especially in the skills subjects, Thai language, health, sanitation and science. Good citizenship, moral education and basic qualities which are needed for career, economic, social and community development as well as constitutional monarchy are also underlined.

Targets

1. Not less than 80 per cent of primary school pupils should possess the desirable qualities stipulated in the 1978 primary curriculum. The average learning achievement in the skill subject area should not be less than 50 per cent while that in other subject areas should not be less than 70 per cent.

2. Pupils' repeater rate should be reduced until the average of 2 per cent is achieved by 1991 especially, in grade I, where the repeater rate should not be more than 7 per cent.
3. At least 90 per cent of pupils should have good health, meeting the standards of the Public Health Ministry by the end of the Sixth Plan in 1991.
4. Every school should be able to organize teaching-learning activities on the School Lunch Programme in different models as appropriate by 1987 and be able to arrange a good sanitary environment in the school by 1989.
5. Procure and develop teaching-learning materials and equipment in line with the objectives of the new curriculum in every subject area for every school by 1991.
6. Provide a school library to every school by 1991.
7. Each province will have a mobile educational resource centre and each school-cluster will have a school-cluster resource centre.
8. Conduct research work for the purpose of improving the quality of primary education and teaching-learning in every subject area.

Corresponding Programmes/Projects

- Improvement of the Teaching-Learning of Thai language.
- Improvement of the Teaching-Learning of Mathematics.
- Improvement of the Teaching-Learning of the Life Experience Subject Area.
- Improvement of the Teaching-Learning of the Character Development Subject Area.
- Improvement of the Teaching-Learning of the Work-Oriented Subject Area.
- Improvement of the Teaching-Learning of English.
- Improvement of the Teaching-Learning of Activities for Community Development.
- Promotion of the Teaching-Learning of Democracy in Primary Schools.
- Promotion of Cooperative Activities in Primary Schools.
- Promotion of patriotism through Education.
- Promotion of Moral Education.
- Teaching of Islamic Religion in Primary Schools.
- Improvement of the Quality of Small Primary Schools.
- Improvement of the Standard of Primary Schools.
- Evaluation of the Quality of Primary Education.
- Promotion of Teaching-Learning Activities for Pupils' Health Improvement.
- School Lunch Programme.
- Provision of Teaching-Learning Materials and Equipment in line with the 1978 Primary Curriculum.
- School Libraries Project.
- Improvement of the Quality of Primary Education.
- Research Project to Improve the Quality of Pre-school and Primary Education.

Administrative and Supporting Services

1. Improve the administration and supervision of primary education with emphasis on the use of planning as an instrument for systematic implementation, monitoring and evaluation. New techniques and technological innovations should be introduced to improve the administration. Sharing and maximization of existing resources should be encouraged.
2. Improve welfare services and staff development so that every sector of the community, especially teachers, will have high morale, abilities, virtuous qualities and good attitudes towards the teaching profession.

Targets

1. Every unit will have an efficient administrative system. Planning will be used as an instrument for the implementation, monitoring and evaluation of ONPEC's work, starting from 1987 onwards.
2. Every unit will benefit from the management information system. By 1988 each province will have at least one set of micro-computers.
3. Every unit will have an efficient public relations system. News dissemination will be done through mass media, radio or television as appropriate.
4. Organize activities to help develop all types and levels of staff at least once a year in order to increase their knowledge, skill and virtues.
5. Set up a revolving fund in order to provide welfare services to ONPEC officials by constructing houses for purchase or rent.

Corresponding Programmes/Projects

- Improvement of the Efficiency of Primary Education Administration.
- Education Supervision.
- Staff Development Project.
- Project to Set Up a Revolving Fund for Housing Purchase and Rent.

Progress in Primary Education

As primary education is compulsory, the Government has given high priority to the management of primary education. It was stated in the Fifth National Education Development Plan (1982-1986) that the Government would expand primary education to cover every sub-district in the academic year 1982 in order to universalize primary education for every school-age child. Following the above policy, ONPEC has achieved its target of setting up primary schools in every sub-district all over the country. On average, there is one primary school for every two villages. Although primary schools have reached every sub-district, the Government has not yet been able to enrol every school-age child. About 3 per cent of school-age children remain to be enrolled. These are children of the hill-tribe people, children of migrant workers and minority groups, those who live in remote areas, disabled children, slum children and economically and socially disadvantaged children.

Neither has the achievement level of primary school pupils in every subject-area achieved the desired standard, although it has much improved recently. The repeater rate is still high, especially for Grade 1 (7.75 per cent). Children who start Grade 1 tend to be unprepared for learning since the majority of these children live up-country and their families are poor. They are not well adapted to the learning environment, which results in a high repeater rate in Grade 1. The average repeater rate in 1987 stands at 3.53 per cent and the drop-out rate is 2.25 per cent.

Problems of Small Primary Schools

Since nearly 80 per cent of the nation's population is engaged in agricultural or agriculture-oriented occupations, Thailand is compelled by its economic, social and geographical circumstances to provide basic education through small primary schools located in thousands of small, dispersed communities. Of the existing 31,353 primary schools, 7,606 are small primary schools, i.e. schools with enrolments of less than 120 pupils.

Research results show that pupils in small primary schools have lower achievement levels than pupils in large primary schools in every aspect. This is because "small" and "very small" primary schools lack the necessary facilities, personnel and budget. In addition, the majority of the pupils' parents are from poor economic backgrounds.

A number of primary school children have health problems. According to the survey done on ONPEC in 1987, 17.58 per cent of primary school children weigh less than the standard weight set up by the Department of Public Health. This, no doubt, must have a certain effect on the children's intellectual development.

Management Problems and Lack of Support.

The management and organization of primary education are not yet totally satisfactory. Inefficiency in management, planning, the information system and selection and use of resources at every level in the entire network detracts from the quality of the education offered to schoolchildren. Furthermore, there are significant management problems in organizing primary education in small-scaled schools.

The teacher distribution ratio in various regions does not conform to the established criteria, which results in poor quality instruction in schools with an insufficient number of teachers and a high employment cost in schools with an excessive number of teachers. To achieve the desired target systematic cooperation and efficient public relations are required in order to allocate resources from every institution, both in the public and private sectors, concerned with the effective organization of primary education and the development well educated schoolchildren.

The development of teaching methodology has not been improved by the current training, follow-up, testing and evaluation processes as they have not been done systematically and thoroughly throughout the regions and there is a general lack of efficient instruments for so doing. Inadequate in-service training rarely benefits the development of teaching methodology. Thus, personnel development is a necessity in the process of efficiency improvement. Since there are a large number of staff members of the Office of the National Primary Education Commission and a limited budget, it is difficult to provide adequate personnel development and training throughout all the regions with continuity. There is

little follow up on the systematic application of the knowledge acquired from such training in a real working situation.

Administration

The reform of primary education administration in 1980 brought about a considerable change in the administrative structure of primary education in Thailand. It manifests, in particular, the Government's attempt to strike a right balance between the decentralization of administrative powers to the local level on the one hand and the control of the central government on the other. Past experience has shown that neither the centralized administration from 1948-1966 nor the delegation of administrative powers to the local authorities over the past 20 years have proven effective as administrative bases for tackling the problems of primary education management. With this in mind, the authorities have adopted a new administrative structure combining both factors, supported by a compact and more representative structural network right from the national level through to the local level.

The new administrative system differs from its predecessor, where the power of decision-making lay solely in the persons of Director-General at the central government level, or Governors or Educational Chief Officers in the provinces, mainly in its decision-making process which is channelled through the committees formed at its four levels of administration, i.e. the national, provincial, district and school-cluster levels. At each level the committee comprises representation of various categories of people who are either directly involved in primary education management or are considered capable of contributing to primary education development in their own right, e.g. government officials of related agencies, elected representatives of primary school teachers and resource persons. The representation is designed to guarantee involvement of all parties concerned, thus ensuring a well-balanced decision-making process at each level.

The major asset of the new administrative system lies in the more realistic and better distributed decentralization of administrative powers as well as in the balanced decision-making process at each level. Aimed at achieving greater relevance, economy, efficiency, equity and quality in primary education management, each level of committee is entrusted with functions deemed appropriated and suited to the nature, the scope and the capacity of its responsibilities. Thus, the role of the committee at each level differs to a certain extent in areas of emphasis in activities:

National Level - Formulation of national primary education policies and development plans, budget allocation, standard setting concerning academic requirements, school buildings and expenditures, and appointment of Directors of Provincial and Bangkok Metropolitan Primary Education.

Provincial Level - Consideration and approval of all activities undertaken in the province concerning implementation of policies and plans, budget allocation, academic and personnel matters.

District Level - Coordination and approval of all activities undertaken in the district, recommendation and provision of basic information concerning workplans, budgetary, academic and personnel matters for submission to the provincial authorities for consideration and approval.

School-cluster - Mutual cooperation and support, both physical and intellectual, for the improvement and effective operation of all activities of the schools in the cluster, submission of recommendations concerning workplans, budgetary, academic and personnel matters to the district authorities for submission to the provincial authorities.

Each committee is served by its corresponding secretariat assigned to the central government, in the provinces, districts or school-clusters, depending on the level of the committee.

National Primary Education Commission

The National Primary Education Commission (NPEC), comprised of 31 members, is a policy board entrusted with the following authorities and responsibilities:

1. Setting primary education policies in line with national education policies and plans.
2. Formulating primary education development plans in line with national socioeconomic and education development plans.
3. Considering budget proposals and allocating budget for primary education management both from the national budget and other sources.
4. Setting standards in terms of academic requirements, school buildings and expenditures.
5. Proposing the appointment of Secretary-General of ONPEC for the Minister of Education's consideration as well as approving the appointment of Directors of Provincial and Bangkok Metropolitan Primary Education.
6. Appointing resource persons as members of the Provincial and Bangkok Metropolitan Primary Education Committees.
7. Suspending and calling for corrections of actions taken by the Provincial and Bangkok Metropolitan Primary Education Committees regarding the founding, administration, consolidation, improvement and termination of schools as well as the approval of the appointment of Chiefs of District Primary Education, Directors and Principals of primary schools.
8. Rendering advice on primary and pre-primary education to the Minister of Education.
9. Setting rules and regulations and undertaking other actions as specified by law.

Office of the National Primary Education Commission

The Office of the National Primary Education Commission (ONPEC) serves as secretariat of the NPEC. Its status is equal to that of a department. It is entrusted with the following responsibilities and authority:

1. Drawing up primary and pre-primary education policies and development plans for the consideration of the NPEC.
2. Preparing budget proposals as well as budget allocations concerning the management of the primary education for the consideration of the NPEC.

3. Setting up standards in terms of academic requirements, school buildings and expenditures for the consideration of the NPEC.
4. Proposing the appointment of Director of Provincial and Bangkok Metropolitan Primary Education for the consideration of the NPEC.
5. Monitoring and evaluating the management of primary education as well as submitting related reports to the NPEC.
6. Collecting data, conducting and promoting research on primary education.
7. Carrying out all the secretariat work of the NPEC as well as other responsibilities as assigned by the NPEC.
8. Undertaking other actions as specified by the law.

The ONPEC is headed by the Secretary-General and is divided into six divisions as follows:

Office of the Secretary: The office is responsible for general administration, secretarial and clerical work, public relations and legal matters. It also coordinates and carries out other matters which are not the specific functions of other divisions.

Finance Division: The division is responsible for all financial matters of the ONPEC, e.g. the disbursement of all types of budget, the transfer of budget to Provincial Primary Education Offices, the purchase of office supplies as well as the provision of welfare services to ONPEC personnel.

Policy and Planning Division: The division is responsible for developing policies and plans in accordance with the National Education Development Plan and the National Economic and Social Development Plan, the allocation of budget, collection and analysis of primary and pre-primary education data, execution of national projects, foreign aid and external relations. It also carries out the secretarial work of the National Primary Education Commission as well as performing other duties specifically assigned by the ONPEC.

Research and Development Division: The division is responsible for conducting research work and evaluation on primary and pre-primary education under the jurisdiction of the ONPEC in order to find ways and means to further develop primary and pre-primary education standards as well as providing academic advice on primary and pre-primary education.

Supervisory Unit: The unit is responsible for the follow-up, evaluation and supervision of all work carried out by the Provincial and Bangkok Metropolitan Primary Education Offices to ensure that their operations are in line with the national policies and plans and ONPEC regulations. It also promotes research work on instructional methods, collects and disseminates research findings on primary and pre-primary school instruction and cooperates with other divisions in developing policies, plans and education standards.

Personnel Division: This division is responsible for formulating personnel and manpower plans, setting the position and salary scale, training and taking leave for study, personnel replacement, appointment, transference, retirement, reappointment, controlling and examining personnel records, considering pensions, making and controlling the salary records of all officials and employees. It also renders advice and suggestions on personnel manage-

ment to Offices of Provincial Primary Education as well as Offices of District Primary Education.

Provincial Primary Education Committee

At the provincial level, the Provincial Primary Education Committee (PPEC), comprised of 15 members, is the executive body responsible for:

1. Setting operational policies and provincial primary education development plans in line with local needs and national education development plans for the NPEC's consideration.
2. Considering and approving budget proposals for all allocations for primary education development in schools under OPPE (Office of Provincial Primary Education).
3. Considering and approving proposals concerning school administration and improvement, the founding, consolidation and termination of schools under OPPE.
4. Considering and approving the appointment of Chiefs of District Primary Education, Directors and Principals of schools under OPPE.
5. Considering and approving the annual promotion of primary school teachers under OPPE.
6. Setting working rules and regulations which are not contradictory to those of NPEC.
7. Performing other duties as specified by law or assigned by NPEC.

Office of Provincial Primary Education

The Office of Provincial Primary Education (OPPE) serves as secretariat of the PPEC. It is an administrative unit attached to the ONPEC, headed by Director of Provincial Primary Education who reports directly to Secretary-General of the ONPEC. It is charged with the following responsibilities:

- Drawing up working policies and provincial primary education development plans for the consideration of the PPEC.
- Proposing budget allocations for the development of primary education in the province.
- Making proposals concerning the founding, consolidation and termination of schools as well as school administration and improvement.
- Proposing the appointment of Heads of District and Branch District Primary Education.
- Monitoring, evaluating, controlling and promoting teaching-learning standards in primary schools under its jurisdiction as well as reporting to the PPEC.
- Collecting data, conducting and promoting research work on primary education in the province.
- Taking care of secretarial work of the PPEC.
- Performing other duties as assigned by the PPEC or specified by the law.

Bangkok Metropolitan Primary Education Commission

The administrative institutional framework for primary schools in the Bangkok Metropolis follows that of provincial primary schools. The Bangkok Metropolitan Primary Education Commission (BMPEC) is the executive body entrusted with similar functions and responsibilities as those of the PPEC. The BMPEC consists of fifteen members: an eligible person appointed by the NPEC (chairman); Deputy Director-General of the Department of Curriculum and Instruction Development as assigned by Director-General of the DCID; a representative of the Bangkok Metropolitan Administration; six elected teachers' representatives of the Bangkok Metropolitan Primary Education Office; five resource persons (two appointed by the NPEC) and three selected from the local residents in the Bangkok Metropolis); Director of Bangkok Metropolitan Primary Education (member and secretary).

The Office of Bangkok Metropolitan Primary Education serves as secretariat of the BMPEC, headed by the Director of Bangkok Metropolitan Primary Education who reports directly to the Secretary-General of the ONPEC. The OBMPE assumes the same functions and responsibilities as those of the OPPE.

District Primary Education Committee

At the district level, the District Primary Education Committee (DPEC) is the coordinating body for the administration and management of primary education in each district. It is entrusted with the following functions and responsibilities:

1. Coordinating all activities in the administration and management of education in primary schools under ODPE.
2. Proposing the appointment of Directors and Principals of primary schools under ODPE for the PPEC's consideration.
3. Proposing the scale of annual promotion of teachers under ODPE for the PPEC's consideration.
4. Performing other duties as assigned by PPEC or specified by law.

The DPEC consists of the following members: the District Officer (chairman); the District Education Official; one elected teacher's representative from each school-cluster; and the Head of District Primary Education (member and secretary).

The Office of District Primary Education (ODPE) serves as secretariat of the DPEC and coordinating unit for all the work involved in the administration and management of primary education at the district level. It is attached to the OPPE and led by the Head of District Primary Education who reports directly to Director of Provincial Primary Education.

The administrative set-up for schools in branch-districts follows that at the district level. The Office of Branch-District Primary Education is led by the Head of Branch-District Primary Education who also reports directly to Director of Provincial Primary Education.

At the school-cluster level, the School-Cluster Committee is responsible for the administration and management of primary education. These duties include:

- Formulating school improvement plans and conducting school activities in line with the educational management policies of NPEC, PPEC and DPEC.
- Considering and approving plans and projects for school improvement in the cluster.
- Considering and approving plans for staff development in the cluster.
- Serving as pivotal point for cooperation in conducting various activities both among schools in the cluster and between schools and communities.
- Recommending annual budget proposals of schools in the cluster.
- Monitoring the school-cluster teachers' performance and conduct.
- Recommending the school-cluster teachers' annual promotion.
- Setting workplans, conducting surveys and activities in accordance with the Primary Education Act in order to achieve universalization of primary education.
- Evaluating schools' performances in the cluster.
- Carrying out other activities as specified by PPEC and DPEC.

The School-Cluster Committee consists of all school principals in the cluster and a number of elected teachers equal to half of the number of principals. The chairman of the Committee and members who are teachers are elected by all of the teachers in the school-cluster. The committee will select the Secretary of the Committee from among its members. The term of office of the Chairman and elected members is two academic years. They may be re-elected but are not entitled to more than two consecutive terms.

The chairman of the Committee is responsible for the organization of the committee meetings at least once a month, the supervision of schools in the cluster at least once a year, the collection of data as required by the ODPE and the management of government budget and income from other sources in line with the objectives of the school-cluster. The School-Cluster Committee will select a school in its cluster to serve as secretariat of the Committee.

At the school level, there also exists the School Education Committee. Unlike the foregoing four committees whose formation and functions are governed by the Government's specific rules and regulations, the School Education Committee is formed on a voluntary basis. In actual practice, every primary school has a School Education Committee.

Financial Resources

In the 1987 fiscal year, the Government allocated 41,111 million Baht or 18.1 per cent of the national budget for education development. Out of this, 23,780.5 million Baht or 57.84 per cent of the education budget was earmarked for primary education (10.45 per cent of the national budget). 93 per cent of the primary education budget was spent on teachers' and employees' salaries, land and construction. Only 7 per cent was spent for the improvement of the quality of primary education.

During the Fifth National Education Development Plan (1982-1986) ONPEC received loans from the World Bank and OECF for primary education development. ONPEC

received assistance from UNICEF for primary and pre-school education development during 1981-1988 amounting to 157,977,678 Baht. UNESCO also provides financial assistance for organization of seminars and meetings. The private sector provides assistance in terms of educational materials, school lunches, school buildings and pupils' fellowships.

Curriculum and Learning Materials Development

The primary education curriculum is designed by the Department of Curriculum and Instruction Development (DCID), Ministry of Education. The teaching materials are prepared by DCID in cooperation with ONPEC according to the primary education curriculum, with the Business Organization of Teachers Councils of Thailand and other private sector organizations as main publishers.

Training of Teachers and other Personnel

There are a large number of educational institutes responsible for producing teachers. There are 36 teacher training colleges, Colleges of Physical Education, Institutes of Technology and Vocational Education, Colleges of Classical Thai Dancing and universities with Departments of Education. These institutes produce teachers for primary as well as for secondary and tertiary levels.

ONPEC also organizes in-service training for teachers all over the country. There are many training programmes involved such as:

- School Education Resource Centre Project which provides training in teaching material production by using local resources under the supervision of ONPEC.
- Project to improve the Efficiency of Administration and Teaching-Learning at the Primary Education Level. It aims at providing a training programme which will benefit each and every administrator and school teacher under ONPEC's jurisdiction. It makes possible the training of school teachers and administrators on a large scale at the same point in time and encourages self-training. The training programme is based on a training package conceived and produced by teams of qualified individuals consisting mostly of university professors, instructors and educational administrators who are well-versed in the topics required for the training. The training package has been conceived as self-instructional materials and contains material ranging from appropriate teaching methodology to teaching-learning evaluation as well as teachers' moral education.

Community Participation and Local Resource Mobilization

The private sector may participate in primary education activities by the following means:

- Set up schools for kindergarten and primary education, which will partially reduce the government's expenditure.
- Support various programmes involving primary education by setting up education grants and funding, distributing free stationery, school uniforms, text-books, school lunches, donating school buildings, educational equipment and materials etc.

Monitoring

The Office of the National Primary Education Commission has a total number of 3,553 educational supervisors who work at the national, provincial and district levels. Their responsibilities are to supervise and monitor primary education management of the provincial primary education offices and district/branch-district primary education offices in the areas of administration, educational supervision and teaching-learning.

There are 49 educational supervisors from the Supervisory Unit of ONPEC who are responsible for the supervision and monitoring of primary education management of all provincial primary education offices. 1,069 educational supervisors from Supervisory Units of all Provincial Primary Education Offices (PPEOs) are responsible for the supervision and monitoring of primary education management of all district primary education offices. Finally, 2,434 educational supervisors from District Primary Education Offices (DPEOs) are responsible for the supervision and monitoring of primary education management of all school-clusters and schools.

The following chart shows the implementation results of the supervision and the monitoring of primary education management based on the results of the quality evaluation of Grade 6 primary school pupils in the 1984-1987 academic years. (The numbers in the brackets show the progress made each year as a percentage).

	Percentage of scores				Percentage of Pupils with Satisfactory Results			
Subject Areas	1984	1985	1986	1987	1984	1985	1986	1987
1. Skill Subject								
1.1 Thai Language								
-Excludes speaking	49.00	56.84	58.40	56.29	47	69	76	64
		(+7.76)	(+1.56)	(-2.11)		(+22)	(+7)	(-12)
-Including speaking	-	57.28	60.07	57.84	-	71	77	70
	-	-	(+2.79)	(-2.23)	-	-	(+6)	(-7)
1.2 Mathematics	33.11	36.52	47.81	46.16	11	18	41	40
		(+3.41)	(+11.29)	(-1.65)		(+7)	(+23)	(-1)
2. Life Experience								
2.1 Excludes economics and how to earn a living	44.01	45.69	54.48	50.79	30	37	65	52
		(-1.68)	(+8.79)	(-3.69)	-	(+7)	(+23)	(-13)
2.2 Includes economics and how to earn a living		47.63	56.27	52.00	-	46	68	57
		-	(+8.64)	(-4.27)		-	(+22)	(-11)
3. Work Education	55.28	57.60	65.83	62.13	55	60	81	67
		(+2.32)	(8.23)	(-3.70)		(+5)	(+21)	(-14)
4. Character Development								
4.1 Feeling	2.878	2.873	2.940	2.911	88	89	92	92
		(-.01)	(+.07)	(-.03)		(+1)	(+3)	(0)
4.2 Hygiene	2.141	2.231	2.328	2.304	90	92	96	94
		(+.09)	(+.10)	(-.02)		(+2)	(+4)	(-2)
4.3 Health	1.647	1.659	2.140	2.055	54	52	86	96
		(+.01)	(+.48)	(-.09)		(-2)	(+34)	(-10)

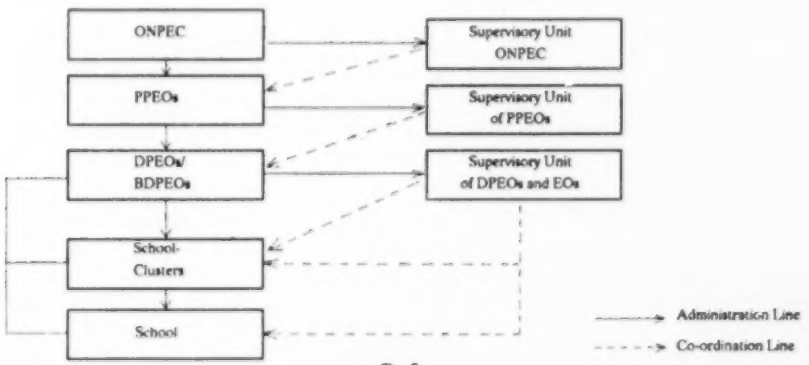
BEST COPY AVAILABLE

Subject Areas	Percentage of scores				Percentage of Pupils with Satisfactory Results			
	1984	1985	1986	1987	1984	1985	1986	1987
4.4 Weight	2.424	2.441	2.494	2.083	92	93	94	98
		(+.01)	(+.05)	(-.41)		(+1)	(+1)	(+4)
4.5 Height	2.276	2.267	2.319	2.054	93	93	96	98
(-.01)		(+.05)	(-.27)			(0)	(+2)	(+3)
Average Weight (kg.)	33.9	33.9	34.0	33.9				
Average Height (cm.)	143	142	142.6	142.6				

From the above evaluation, it appears that the quality of primary school pupils has not yet reached the required standard. The percentage of the number of pupils with satisfactory results is still low. It is, therefore, necessary to improve and solve problems concerning supervision and monitoring of primary education management by putting emphasis on supervisors' improvement at the district/branch-district level because district/branch-district supervisors are directly responsible for the supervision and evaluation of school-clusters and schools. To upgrade the abilities of district/branch-district supervisors, ONPEC organizes meetings/seminars every year in accordance with the workplan/projects specified in the Sixth National Education Development Plan. However, to enable district/branch-district supervisors to supervise and monitor all the school-clusters efficiently, there must be enough transportation, especially motorcycles for the supervisors to facilitate their supervision and monitoring activities. Due to the limited government budget, ONPEC is yet unable to allocate sufficient budget to provide transportation for district/ branch-district supervisors.

In addition, there are many district/branch-districts located in remote rural areas, poverty stricken areas and/or sensitive areas. This makes it very difficult for district/branch-district supervisors to carry out their supervision and monitoring activities. These areas are scattered throughout the country. Hence, there are quite a large number of schools which have not been sufficiently supervised and monitored, or in fact have not been supervised and monitored at all, allowing low standards to prevail in primary education. It is therefore necessary for ONPEC to concentrate on the schools in these areas.

The following chart shows the administration, coordination, and control of the supervision and monitoring system.



Toward Education for All

Policy, Plan and Goals of the Literacy Programme

Besides being an important tool for knowledge searching, literacy is also instrumental for communication. Literacy is one of the basic minimum needs, and the promotion of literacy implies the realization of a right belonging to all human beings. Literacy also relates to the development process of the nation since it is the basic capacity for any kind of development.

Thailand has realized the importance of literacy for a long time, and tried to combat illiteracy since 1937. However, the Office of the National Economic and Social Development Board revealed in 1980 that 14.5 per cent of the population 10 years of age and above were illiterates. Of this number, nearly 50 per cent were in the working age group and the majority of them lived in the rural and poverty stricken areas.

With the knowledge that illiteracy is the barrier hindering national development and raising of the people's living condition, the government devised a policy to reduce the number of illiterates from 14.5 per cent to 10.5 per cent by the end of 1986, as part of the Fifth National Economic and Social Development Plan (1982-1986). It was expected that not less than one million illiterates would become literates.

To accomplish this policy, the Ministry of Education was entrusted to conduct the National Literacy Campaign Project along with the provision of Functional Literacy and Adult Continuing Education Level 1-2 Programmes (equivalent to Grade 4 of primary education) to provide sufficient educational opportunities to those illiterates. The administration of the campaign emphasized its voluntary basis with cooperation and coordination between government and non-government agencies. It placed responsibility for the campaign upon every illiterate to support and promote the success of the programme.

However, a report on the results of the campaign up to January, 1988 shows that the Project has produced 524,602 literates in 50 provinces and 600 districts out of a total of 672,972 enrolled learners, which represent 76.97 per cent of the total surveyed illiterates. The remaining target illiterates are still in the process of learning and the Project has to be

implemented further side by side with the other non-formal education approaches such as the Functional Literacy and Adult Continuing Education Level 1-2 Programmes.

Excluding the mentioned target population (aged between 14-50 years and having completed less than 4 years of primary education), illiterates in the Bangkok Metropolis, and illiterates overlooked in the last survey, the number of newly found illiterates increases every year. Hence, the government proclaims the policy in the Sixth National Economic and Social Development Plan (1987-1991) that: "The Government shall promote literacy among out-of-school people, especially those in the working age group, so that they can read and write Thai language proficiently."

In connection with the government policy, the Ministry of Education mapped out its scope of actions in the Sixth Phase Educational, Religious, Art and Cultural Development Plan (1987-1991) in accordance with the lifelong education policy which stated: "The youths and particularly the rural people who are educationally disadvantaged or have been deprived of opportunity to study in formal schooling shall be provided with non-formal education from Functional Literacy level up to Adult Continuing Education Level 5 (equivalent to Grade 12)". For the practical measures and guidelines leading to the achievement of that idealistic policy, the Ministry of Education shall: "... accelerate the literacy campaign by creating awareness of the significance and improvement of life among the people, utilizing innovative approaches and mobilizing close cooperation with educational institutions, organizations and various agencies in order to cover the remotest target group. As a result, the problem of illiteracy shall be gradually lessened; and with the capability of literacy, the literates will be in quest of increasing knowledge and experience."

Down the line of bureaucratic administration, the Non-Formal Education Department has direct responsibility to mobilize the government's policy as stated above. Therefore, the NFE Department clearly stated the policy of illiteracy eradication in its Sixth Phase Non-Formal Education Development Plan (1987-1991) as follows: "Promotion of literacy will be undertaken on a large scale for the out-of-school people, especially those in the working age group, so as to enable them to read and write Thai language proficiently and will never miss good opportunities to further their studying when need arises.

Non-formal education is the learning process which encourages the learners to adopt the concept of lifelong education. There are several approaches of non-formal education being organized with the common ultimate goal to extend unlimited opportunity to those out-of-school people, whether they are children, youths or adults, so that they can select suitable subject to study at their own pace. By taking this type of education, the out-of-school people will gradually be equipped with suitable and necessary knowledge which is useful for their living condition; they will be ignited with the cognitive sense of learning things logically, have a critical thinking process, know how to solve problems, and have a clear understanding of the feasibility and success of their vocational activities. Moreover, these people will be trained to have merit and ethics, to be aware and receptive to beneficial and up-to-date information, and to exercise correct decision making to participate in different training courses which help strengthen their vocational skills from time to time through their lives.

Provision of continuing education is a very important function of the non-formal education system. Only recently has it been in operation for the educationally disadvantaged people

out of school. Eradication of illiteracy and continuing education must be undertaken together in order to prevent the neo-literates from relapsing into illiteracy.

Continuing Education could be divided into two categories, the first one is supplementary to primary education offered by formal schooling and the National Literacy Campaign Project, while the second one is complementary to the self-instructional quest for knowledge of general adults out of school. The first category of continuing education is provided to supplement formal primary school pupils' academic achievement and/or to serve as a reliable guarantee that most graduates from primary education will not slowly lose their proficiency in reading and writing. Moreover, it helps prevent the neo-literates from relapsing into illiteracy. Some approaches and activities pertaining to this category include educational radio programmes, the functional literacy programme level 1-2, the development of supplementary reading materials, and the village reading centres.

The second category of continuing education is provided for those out-of-school youths as well as many parents who need to have supplementary knowledge and to further their studying (through the non-formal educational approach) in order to obtain more experience and vocational skills which would be helpful when applied to the development of their living condition and community. Some approaches and activities pertaining to this category are adult continuing education levels 3-4 and 5 (these levels are equivalent to Grades 6, 9 and 12 consecutively), short-term vocational courses, interest groups, the enhancement of quality of life project, and various training programmes.

In the Sixth National Economic and Social Development Plan (1987-1991), the government proclaimed its educational policy for developing the people's quality of life and the society by stating: "The provision of specific education must be undertaken for developing the people's quality of life regardless of sex or age. This type of education will be provided on the basis of equal opportunity for all groups of youths, people living scattered in the remotest parts of poverty-stricken areas, people living in congested slum areas, and the disabled people...".

In the Sixth Phase Educational, Religious, Art and Cultural Development Plan implemented by the Ministry of Education, there is a statement declaring the policy of lifelong education which says: "There will be concrete promotion to allow the youths and general people to obtain lifelong education. Much encouragement and creation of an appreciative sense within the people's minds about the importance of education must be carried out, so that they will have the desire to acquire more knowledge continuously through their lives, either by the formal or non-formal educational approaches. Much effort and promotion must be given to provide sufficient non-formal educational services to meet the needs of youths and people through their lives, in order to equip them with intellectual tools for developing their lives, families, communities and vocational careers. There will be some improvement and modification at a certain degree of all types and levels of the educational system, either provided by the private or governmental sectors, in both formal and non-formal education. This undertaking will be accomplished to the extent that these educational differences contain mutual academic relationship, have continuity and are supplementary." (Office of the Permanent Secretary for Education, 1986).

It suffices, therefore, to conclude that eradication of illiteracy, provision of primary education and adult continuing education must be interwoven and carried out in harmony, in order that they supplement each other.

A Quantitative Masterplan (1987-1991)

With the ultimate goal to get rid of illiteracy and provide effective adult continuing education to cover the target population by the year 2000, the government has, for the time being, stipulated the quantitative master plan of actions in the Sixth National Economic and Social Development Plan (1987-1991) as follows:

Target Population

Divided by educational background:

- The illiterates and the ones who do not finish compulsory education (Grade 6).
- The graduates from the National Literacy Campaign Project and the ones who finished Functional Literacy Level 1-2 (equivalent to Grade 4).
- The graduates of compulsory education (Grade 6) who do not further their studying.

Divided by age:

- Youths.
- Elderly people.
- People in working age-group.

Divided by area:

- Rural people living in remote and under-developed areas.
- Urban people who live in congested slum areas.
- People living along the eastern seaboard areas.

Divided by specific qualifications:

- The minority ethnic groups with different dialects and cultural values.
- The socially estranged or excommunicated people.
- Women.

Programmes

Eradication of Illiteracy:

- The National Literacy Campaign (including literacy campaign launched in Bangkok metropolitan areas) - 315,000 learners.
- Literacy Promotion for Specific Target Groups Project - 464,720 learners.
- The Functional Literacy Level 1 and Functional Literacy Education Level 2 Programmes - 415,720 learners.
- The Functional Literacy Level 1-2 through Radio and Correspondence Approach - 5,500 learners.

Provision of supplementary reading materials:

- Project to Gather Donated Books - 5,000,000 books.
- Village Reading Centres (excluding the Self-Defence Voluntary Development villages) - 53,700 places. The number of clientele is approximately 421,802 persons.
- Public Libraries Project: Provincial Public Libraries - 72 places; District Public Libraries - 436 places.
- Project of Curriculum Development and Production of All Types of Textbooks and Learning Materials - 14,400,000 books.
- Promotion of Quality of Life for Rural People Project - 1,000,000 persons.
- Promotion of Reading Habit Project in connection with the national reading materials development.*
- Reading Habit Campaign.*
- Distribution of children's books to communities.*

* *Note: The target groups for the last three items above have not yet been identified.*

Continuing Education:

- Adult Continuing Education:
- The classroom type, levels 3, 4 and 5 - 331,310 learners.
- The radio and correspondence type, levels 3, 4 and 5 - 291,400 learners.
- The self-instructional type - 364,355 learners.
- Vocational Training Programmes - 914,600 learners.
- Interest Group Courses - 665,200 learners
- Short-term trainings provided for out-of-school youths - 548,830 learners.
- Multi-technique vocational courses provided for community living quarters - 3,100 learners.
- Vocational education for solving rural poverty - 5,550 learners.
- Vocational training provided for people living along the border - 48,400 learners.
- Development and production of curriculum, textbooks and learning materials.

Coordination between UPE, EOI and CE

The Department of Non-Formal Education is responsible for the eradication of illiteracy and for continuing education outside the formal education system, while ONPEC is responsible for primary education within the formal education schooling system. Each organization has its individual policies, planning and objectives. The National Coordinating Committee for APPEAL acts as their coordinator at the national level. The provincial non-formal education centres and provincial offices of primary education coordinate non-formal and formal education at the provincial level. However, there are several problems concerning the linkage between non-formal and formal education.

The present linkage between formal and non-formal education takes the form of personal contact and is not yet sufficiently systematized and the administrative structures of

governmental agencies do not facilitate the linkage between formal and non-formal education. Each agency carries out its own work. There is no system for joint planning.

Although in principle administrative powers and planning are already decentralized to the local level and represented by the provincial Sub-Committees for Education, Religion, Art and Culture, there is not yet enough support in terms of personnel, budget, materials and equipment to enable the local bodies to function efficiently.

Past Programmes of EOI and CE

The first national census of Thailand conducted in 1939 found that 68.8 per cent of its population or approximately 6.8 million people, aged over 10 years, could neither read nor write the Thai language. At that time, the government declared its long-term policy to tackle the problem of illiteracy. In 1940, the Adult Education Division was established in the Department of General Education, Ministry of Education, to implement that policy. The government took this occasion to proclaim the social norm that it was the duty of every citizen to be literate. These literate people were encouraged to extend their knowledge and literacy skills to help their illiterate neighbours to learn how to read and write. In order to accomplish this goal, the government issued a law of educational taxation under which the illiterates, aged between 20 and 45 years, had to pay a certain amount of tax until they could prove themselves literate through the test of the Ministry of Education. As a result, the number of neo-literates increased by 1.4 million persons in 1945.

More attempts were emphasized in the eradication of illiteracy in 1948. The Adult Basic Education Programme was launched on a voluntary basis. The textbooks and teaching-learning methods had been properly developed to suit the learner's conditions. At the end of that year, some 170,000 persons participated and passed the Programme.

In 1965, UNESCO organized a conference to highlight innovative concepts of adult educational provision from participants who represented developing countries. These educators exchanged their educational experiences and resolved that the promotion given to the eradication of illiteracy alone was not sufficient to enable the neo-literates to have good living conditions. The Adult Basic Education Programme should be complemented by the addition of vocational skills training. Therefore, the Ministry of Education began to develop its curriculum in accordance with the resolution. The new curriculum was tried out in 1968. In 1969, more content on household knowledge had been added in the curriculum to enable the learners to gain awareness of various problems, know how to solve common problems in their daily living condition, and adapt themselves suitably to the fast changing environment. The ultimate goal of this curriculum was to inculcate in learners the intellectual capability of "Khitpen" (literally means having creative sense and critical thinking). This improved curriculum has been accepted on a large scale since 1972 under the name of Adult Basic Functional Literacy Programme.

The Adult Education Division, Ministry of Education has organized basic education for adults since 1941 by using the equipment, facilities and personnel of the primary schools. The course entitled "Elementary Education Class" was opened after the "Adult Basic Functional Literacy Programme" had been in operation. Eradication of illiteracy by both programmes thus continued. However, despite increasing efforts, the efforts seemed to be very modest indeed compared to the number of illiterates. See the table on the next page:

Number of Illiterates served by Literacy Programmes

Year	No.of Illiterates aged 10 and over (Illiteracy Rate)		Years	No. of Illiterates served by 2 Literacy Programmes (percentage of total illiterates)	
1947	5,705,314	(46.3 per cent)	1947-1960	170,730	(3.0 per cent)
1960	5,270,054	(29.2 per cent)	1961-1970	125,960	(2.4 per cent)
1970	4,265,424	(18.2 per cent)	1971-1980	234,657	(5.5 per cent)

Source: National Statistical Office and Department of Non-Formal Education, Ministry of Education.

However, a major factor contributing to reduction of the illiteracy rate was the government's attempt to expand compulsory education to 7 years in 1960. The reason for such expansion of compulsory education from 4 to 7 years was to permanently restore the school leavers' literacy. As a result, illiteracy in the 15-19 year age group was reduced from 11.5 per cent in 1960 to 5.7 per cent in 1970, and remained only 2.9 per cent in 1980.

In 1970, enrolment rate of children in the 7-12 year age group was 74.3 per cent. Then, in 1978 compulsory education shrank to 6 years. As a result, the enrolment rate of children of 7-12 years increased to 83.3 per cent in 1980; thus helping 91 per cent of the children 9-10 years old to remain in school. It appeared also that for the same phenomenon, boys and girls had equal opportunities, as indicated in the following table.

Total Number of Children Enrolled in School

	Age Group 6-12 Years			Age Group 12-14 years		
	Total	Male	Female	Total	Male	Female
Enrolled	5,310,195 (74.8 per cent)	2,720,191	2,590,004	2,079,267 (59.4 per cent)	11,113,842	965,434
Not enrolled	1,786,028	904,757	881,271	1,422,917	665,189	757,728
Total	7,096,223	3,624,948	3,471,275	3,502,193	1,779,031	1,723,162

Source: 1980s Population and Housing Census, National Statistical Office.

The table illustrates that, in 1980, there was a population of 10,598,416 in the 6-14 years age group. Of this number, 7,389,471 or 69.7 per cent were enrolled in school. The rest - 3,208,945 - were outside the school system.

In projecting the number of students in the school system in 1986, it was anticipated that the population in the 3-22 years age group would be 23.3 million. The school system could take 12.6 million of them or 53.9 per cent of the total population. The remaining 10.7 million were outside the school system. Among these, most were between 3-5 years old and 15-17, and 18-22 years old respectively. The 12-14 years age group, however, was decreasing because of the educational policy which aimed to expand the intake at the lower secondary education level.

In 1991 it is estimated that there will be 23.1 million population of learning age (3-22 years). 13.7 million of them or 59.4 per cent of the age group are in the school system. The rest,

9.4 million of them, mostly belong to the 3-5 years age group and are outside the school system.

Thus it can be seen that population trends will slightly decrease the number of people available for non-formal education. That is, there are only 10 million of them which, when compared with the capacity of the system to organize programmes, is a minimal turn-out.

Population of Learning Age In-School and in Non-formal Systems

Year	Population (million)	Population in Learning Age (million)	In-school System	Percentage	Non-formal System	Percentage (million)
1981	7.5	22.3	10.6	47.7	11.7	52.3
1986	52.1	23.3	12.6	53.9	10.7	46.1
1991	56.2	23.1	13.7	59.4	9.4	40.6

Note: Estimation of population in 1986 and 1991 is based on the following hypotheses: 1) Demand for pre-school education has increased; 2) Organization of primary education has been more thoroughly covered; 3) Organization of lower secondary education has been more widespread in the rural areas and more citizens need education.

A major goal of non-formal education is to eradicate illiteracy. The illiteracy rate, however, varies according to the age, sex and linguistic group an individual belongs to. Attempts in the past 30 years resulted in a decline in the number of illiterate population in the age group 10 years and over. The illiteracy rate of this group has been steadily reduced from 1960 to 1970 and 1980 respectively. See the table below:

Number of Illiterates between 1960 - 1980

Year	Population (10 years and over)			Number of Illiterates		
	Total	Male	Female	Total	Male	Female
1960	18,026,404	9,004,412	9,021,992	5,270,054	1,750,822	3,519,232
1970	23,453,313	11,581,756	11,871,557	4,265,424	1,281,880	2,983,544
1980	33,547,105	16,568,261	16,978,844	3,480,783	1,137,643	2,343,140

Source: National Statistical Office

The table shows that the illiteracy rate of the population aged 10 years and over was 29.2 per cent in 1960, declining to 18.2 per cent in 1970 and 10.5 per cent in 1980.

The Adult Education Division was given departmental status in 1980. Eradication of illiteracy continued. There was an experiment in radio/correspondence employing various models at the Southern Regional Non-Formal Education Centre, Songkhla. There was also adaptation of the model and curriculum of basic education for the hill-tribesmen. Northern Regional Non-Formal Education Centre, Lampang, was heading the project. A radio/correspondence programme of functional fundamental literacy education was also given trials by the Northeastern Regional Non-Formal Education Centre at Ubon Ratchatani. Im-

plementation of these projects was expanded to areas such as the Self-Defence and Voluntary Development Villages and hill areas in Northern and Central Thailand.

When the government stated its commitment to reduce the illiteracy rate from 14.5 per cent to 10.5 per cent within the Fifth National Economic and Social Development Plan (1982-1986), the figure 14.5 per cent was only an estimate. The Ministry of Education prepared itself for the literacy campaign. There came the national census in 1980. The census revealed that by that time the illiteracy rate was already 10.5 per cent. Therefore, the campaign goal was changed. Instead of reducing the rate of 14.5 per cent to 10.5 per cent, the goal was to teach literacy skills to the major target groups already listed. Meanwhile, the Department of Non-Formal Education began a new survey - emphasizing those who had dropped out before completing Grade 4, could neither read nor write, and were aged between 14 and 50 years. The major reason for choosing this particular age group was based on a consideration that they are in the age of active labour specified by the government. A survey conducted between 1983-1985 found that the illiterates of this age group numbered 893,023. Subsequently, the provinces lodged their requests to update the lists due to migration, deaths, the passing of ages specified (14-50 years) and others. There were 672,759 illiterates on December 30,1987. The campaign was carried on until January 18,1988. Up to this date, more than 524,602 individuals have become literate.

Eradication of illiteracy in the Fifth National Economic and Social Development Plan (1982-1986) was undertaken in many forms. The results of the campaign are shown in the table below:

Results of Basic Knowledge and Skills Activities conducted by Department of Non-Formal Education.

Activity/Project	Results of Implementation 1982	1983	1984	1985	1986
1. Functional Literacy	45,014	52,606	47,586	35,750	27,720
2. Literacy Campaign	-	-	95,918	300,000	300,000
3. Equivalent Education:Level 1-2	7,912	8,877	11,089	13,675	16,500
4. Functional Literacy organized in Self-Defence and Voluntary Development Villages	10,110	10,710	10,475	11,100	10,200
Total	63,036	72,193	165,068	360,52	5 354,420

Source: Department of Non-Formal Education, the Sixth Non-Formal Education Development Plan (1987-1991).

The literacy survey in 1980 revealed that there were 3.3 million illiterates. Attempts during 1982-1986 to eradicate illiteracy took many forms. As a result, approximately one million people became literates. The neo-literates and the still illiterates need some kind of educational service in a form of continuing education, in order to develop their quality of life and prevent illiteracy relapse.

Continuing education organized in Thailand may be classified into 3 major areas: basic education, vocational skills, and information availability.

Continuing education organized in Thailand may be classified into 3 major areas: basic education, vocational skills, and information availability.

Continuing education of the first area - to support acquisition of basic education, aims to enable the people who missed education in school to elevate their educational status and to use it as a tool to acquire further knowledge or as a foundation for undergoing vocational training. The implementation of the programme utilizes at best the existing formal school facilities. The activities which are included in this type of continuing education are Functional Education levels 3, 4 and 5 (equivalent to Grades 6,9 and 12); Radio/Correspondence (distance) Education which also offers education of level 3,4 and 5; and Self-Education (levels 3,4 and 5).

Continuing education which supports vocational skills and training aims to:

- Enrich the people's knowledge, experiences and vocational skills.
- Help make the areas in His Majesty King Bhumiphol's initiated projects and educational projects in security-imposed areas to become more efficiently developed and stable.
- Enable people to use leisure time in developing their quality of life.
- Enable people to take up independent professions of their choice and/or enable them to work in collaboration with others in improving their present occupations or undertaking new occupations. The activities in this area include vocational skill training projects, interest groups, and short-course skills training for youths and out-of-school population.

Continuing education in the sphere of information scheme aims to:

- Service the citizens in information, data and facts.
- Encourage them to read and have favourable reading habits.
- Make them aware of means to make inquiries for knowledge by themselves.
- Enable them to keep abreast of latest developments and use information to assist their decision-making processes in their daily life. The activities included in this type of continuing education are village reading centres, public libraries, audio-visual presentation mobile units, and development of educational technology in communication and learning.

Continuing education activities are implemented by many organizations. The Department of Non-Formal Education itself operates mainly with out-of-school population such as parents and ladies outside the school, the youths who discontinue their formal education, neo-literates, semi-literates, drop-outs, and the crippled and handicapped population in general. Implementation results of such activities are presented in the table on the following page:

Comparison of Continuing Education Activities Implemented in the 4th and 5th National Development Plans.

Activity	4th National Development Plan(1977-1981) (persons)	5th National Development Plan(1982-1986) (persons)
1. Services in basic education	925,554*	2,908,323*
2. Services in knowledge and vocational skills	651,473	1,443,535
3. Information and data services:		
1) Number of libraries	334	462
2) Number of Village Reading Centres	6,100	27,474
3) Number of film presentations	3,235	25,845

* *Functional Literacy and Functional Education figures are included here. Source: Department of Non-Formal Education, 6th Non-Formal Education Development Plan 1986, p. 22.*

In the year 1986 alone, the Department of Non-Formal Education had 965 adult schools under its care. These schools had 1,726 classrooms for learners of initial (primary) levels, 3,864 classrooms for secondary education learners, and 1,421 classrooms for pre-university classes. In addition, it also had 386 adults' vocational schools under its responsibility.

If we are to concentrate on the target group of women who have been trained between 1984 and 1986, information can be summarized in the table below:

No. of participants in Women's EOI and CE Programmes, 1984-1986.

Activity	Age Group			Total
	below 14 yrs.	15-25 yrs.	over 25 yrs	
1. Basic education	4,086	25,295	49,191	78,572
2. Radio/Correspondence. Levels 3 - 4 -5	1,997	37,250	16,939	56,186
3. Continuing education in Adult schools	182,748	(cannot be classified by age)	182,748	
4. Vocational Training	3,928	165,363	68,689	237,980
5. Interest Group	338,576	(cannot be classified by age)	338,576	
Total	(1 + 2 + 4)	10,011	277,908	134,819

Source: Department of Non-Formal Education.

From the table, it appears that between 1984-1986, 894,062 women received services in literacy training and continuing education. The female youths, however, account for 227,908 in number.

Organizations which give service in non-formal education are many, non-governmental and governmental. Nevertheless, an organization which is directly responsible and working

extensively with various target groups is inevitably the Department of Non-Formal Education. The Department, to be precise, has organized educational activities in the spheres of: continuing education academic stream and functional education; vocational training; and news, information and data for self-acquiring education. Within the 1987 fiscal year alone, Department of Non-Formal Education has organized functional fundamental education (Grade 4) for 61,019 learners, classroom-type continuing (academic) education for 147,124 learners, radio/correspondence education for 82,730 learners, and provided vocational training and the like for 292,211 audiences. In addition, the Department also undertakes programmes giving news, information, data and entertainment in various forms such as educational radio programmes, educational television programmes, mobile scientific museums, Bangkok planetarium, village reading centres, public libraries, mobile audio-visual presentation unit and other short-course training (leadership, group-process, etc.).

Integrated Diagnosis and Planning for the EOI and CE

Although attempts to eradicate illiteracy in Thailand have been executed in many forms and were quite effective in initial stages, problems of illiteracy still remain. There are still urgent target groups who will have to be managed continuously in one way or another so that illiteracy will no longer exist within the year 2000. Those target groups are:

1. The illiterates who had their names listed in survey forms but have not yet been taken care of. The total number of people who had their names listed was 672,972. Of these, 524,602 have passed the literacy test. The number of them who could not pass the test was 148,370. The rest were individuals who have not been taught literacy and have not participated in the campaign. Besides these people, there are still more than 700,000 people who are older than fifty and have not been attended to.

2. The people who have already passed the literacy test, but acquired very low levels of literacy skill. This is due to the fact that the campaign was based on voluntary participation. Although there were directing and supervising measures for teaching and learning standards and evaluation, there were still (from follow-ups) 11 per cent of participants who did not have workable literacy skills. They are the group which is likely to relapse into illiteracy.

3. The illiterates who were in the target groups but somehow had their names missing from the list. This may have happened because they were moving while the survey was being conducted or simply because the survey did not cover them.

4. The minorities who do not use the Thai language in their daily life. The campaign emphasized the individuals who use the language in their daily life. The others such as Thai Muslims, hill-tribesmen, etc. are listed separately, because they are to be taught spoken Thai in conjunction with reading and writing skills.

5. The illiterate group which is bound to increase is that comprising individuals aged below 14 years. These children were not in school while the survey was conducted: drop-outs; those who, for many reasons, cannot afford school (no address registration, poor economy, living far away, etc); or those whose parents simply do not see any value in education.

6. The illiteracy relapse group. It has been now recognized that quite a number of school leavers who have not used literacy skills for some time lose their literacy skills. They become illiterates. Research conducted by the Office of the National Primary Education Commission in 1979 found that 64 per cent of Grade 4 school leavers can at best retain their literacy skills for three years. As for Grade 6 school leavers, only 77 per cent can read and write effectively 2 years after leaving school.

7. The neo-literate group or the new school leavers need to use their reading and writing skills continuously in order to retain their literacy. They should also be encouraged to use their knowledge in developing their quality of life, because the target population of children, youths and women are significant to national development. Surveyed in 1986, Thailand has a population of 52,969,204. Of this total, 16.80 per cent or 8,900,000 is population aged between 0-6 years; 14.12 per cent or 7,477,338 is population aged between 7-12 years; and 7 per cent or 3,708,727 is population aged between 13-15 years. We can also distinguish youths aged between 15-25 years. They number 11.7 million or 21.89 per cent of the total population.

Besides women, children and youths, there are still many other groups, such as those active in the labour force, which deserve more attention as target groups for the purposes of illiteracy eradication and continuing education. Education for All with regard to literacy and continuing education in Thailand will particularly focus on the following groups :

- Drop-outs.
- Youths and women outside the school system.
- People in slums and rural areas.
- Youths who cannot continue to lower secondary education.
- Special target groups.
- Parents.
- Handicapped and disadvantaged population.

Each group has its following problems and situations:

Drop-outs

We mean only those who cease their education before completing primary education, because education at this level is compulsory. All children aged 7-12 years should be able to attain this level of education. However, when there are necessary reasons causing their education to be discontinued they become drop-outs.

There are 2 types of drop-outs: temporary drop-outs are those who cease their education for 1-2 years and return to school at later stages; permanent drop-outs are those who quit the school and never return. While in the first category, the learners have an opportunity to complete compulsory education - though later than their peers, the second category never complete the education.

Drop-outs are presently identified as one of the target population groups which include youths, women and the out-of-school population in general and by policies of the Office of the Permanent Secretary for Education, whereas: Drop-outs = Total students - Passed students - Repeated students.

There is, however, the potential for inaccuracy in the employment of this formula as students who resign from one school in order to apply to another school may be counted by the former school as a drop-outs.

An estimate of primary school drop-outs made by employing this formula found that during the Fifth National Economic and Social Development Plan (1982-1986) there were 1,103,569 drop-outs (Educational Planning Division, Office of the Permanent Secretary for Education).

The Office of the National Primary Education Commission reports in "Primary Education Statistics 1987" and the National Statistical Office reports in "Data on Children and Youths Survey 1984" that each year approximately 2.57 per cent of the students in each class cannot complete their education. The major reasons are transmigration, parents' low income, poverty which forces students to help their parents to earn a living, sickness/poor health, poor communication and safety reasons, and lack of motivation. These factors cause the students to be absent at first temporarily and then finally to drop-out.

At present no organization has conducted education especially for the drop-outs. Even identification of the target population is not yet clear. The information system on drop-outs is incomplete. The Educational Planning Division, Office of the Permanent Secretary for Education, which is supposed to be directly involved in education, has not had data which precisely indicates aspects such as who the drop-outs are; their whereabouts; and in what business they are engaged.

The government's policy was to increase the enrolment percentage in secondary school to 50 per cent in 1986 - the last leap of the Fifth National Development Plan. The real outcome, however, was only 42 per cent. Research findings of the Office of the National Education Commission indicate that there are three main reasons for this shortfall. Firstly, the swelling unemployment affecting students' parents; thus, causing them not to risk investing in education for their offspring for such a long period. A large number of unemployed and under-employed graduates are a visible evidence of such a failure. Secondly, educational values of the parents have already changed. They do not give education the importance it deserves. As a result, they do not support their children for high education. Thirdly and lastly, the curriculum contents are not relevant to daily life application or vocational undertaking. The curriculum is not congruent with the community situation nor is it as responsive to the learners' needs as it should be.

If the educational trends are to expand as they have been in the past few years without being checked, chances are that the percentage of drop-out in primary school will swell accordingly. Therefore, means to organize continuing education for the drop-outs are vital in the very near future.

Youths and Women outside the School System

Youths and women can be educationally classified into 3 categories: youths and women in the school system; youths and women who are in the non-formal education system; and youths and women in general (who do not receive education of any kind, formal or non-formal education).

At present there are 11.7 million youths comprising 21.89 per cent of the total population. It is estimated that there will be 12.18 million youths in 1991, who will account for 21.30 per cent of the total population (The National Youth Coordination and Promotion Commission, Sixth Phase of Children and Youths Development Plan, p 6). The prediction of youths' transmigration during 1986-1991 is that 8.5 per cent of the youth population will reside in the urban areas and 21.9 per cent in the rural areas. It is anticipated that in 1991 9.3 per cent of youths will reside in urban areas and 21.6 per cent in the rural areas (Division of City Development Coordination, Office of the National Economic and Social Development Board). It follows that the youths will be affected by urbanization and industrialization which cause problems in nutrition, sanitation, environment, crime, drug abuse and other kinds of decay - particularly for those who live in the slums and especially need services in public health, education, employment, and so forth.

As for the country's female population, it now accounts for approximately half of the total population. That is, of a population of 52.9 million, females account for 26.3 million or 49.7 per cent of the total population (The Local Administration Department, Ministry of Interior). This statistical figure indicates women's significant contribution to national reconstruction which is no less than that of the male population. However, some notions and social values have limited women's opportunity, for example, the belief that, because of anatomical differences, women have problems and needs different from those of men. The society at large still perpetuates the separation of duty and responsibility practiced in the past. A double standard is practiced without consideration being given to an already changed environment. All these factors have contributed to the failure of women to adjust themselves to the economic, social, administrative, scientific and technological environment.

It appears that only 15.3 per cent of youths (aged from 15-25) are enrolled in the school system. Research findings indicate that, besides the parents' economic problems, there is insufficient appreciation of the importance of secondary education among parents. Statistics shows that in 1986 only 41.65 per cent of the Grade 6 school leavers continued their education to secondary level, with only 40.36 per cent of them doing so in 1987. In addition, 4.2 per cent of them opted for non-formal education evening classes in 1986, and 3.3 per cent of them made this choice in 1987. There are also 280,000 Grade 6 school leavers enrolled in long distance and equivalent education types of non-formal education.

It can also be said that the education and development of the manpower of this age group are not absolutely congruent with market demands. While there are large numbers of unemployed graduates in various fields and levels, many companies and manufacturers cannot find the right persons to fill their vacancies. The manufacturers in particular want persons with some experience which requires some considerable training and job experience.

A study reveals that the present system of education and manpower production does not prepare the graduates/trainees to have attitudes and abilities conducive to the establishment of independent business concerns. The majority of them favour public-service careers or work as company employees. This has been so despite the fact that opportunities for independent careers are open and have the government's support. The government has supported youths in acquiring more knowledge and job experiences so they can apply this in their vocational undertakings. However, such efforts are still far from being adequate.

The issues and problems which have impact upon youths can be classified into 4 categories:

1. Economic problems. The youths cannot fully benefit from their labour because they live in poverty and lack skills and opportunities to be trained and to try new jobs. These factors are major reasons why youths who discontinue their education lack knowledge, ideas and access to vocational training. As a result, they become unskilled workers who lack academic and vocational skills. All these situations happen to urban and rural youths. Subsequent problems are many, such as youth transmigration, child prostitution, etc.

2. Administration problems. The youths cannot fully and genuinely participate in the administration process in their respective communities. This is because they lack knowledge, opportunities and support for the delegation of such responsibilities. A major reason may be that the youths, particularly in the rural areas, are brought up in conservative fashions. One thing is a result of that upbringing, i.e. seniority is a major tenet in the Thai society. The young have to listen to those older. Therefore, the youths have no opportunities to jointly think. At best they can simply get along. If not, they may be forced by group pressure to go along.

3. Social problems. There are also gaps between family, school and community. These gaps obstruct the youths from full and proud participation. This is a factor leading the youths to loneliness, emptiness, and a state of having nothing with which to identify and protect themselves. Thus, they search for things they presumably lack in forms of addiction and declining behaviour. On the other hand, those who have opportunities will opt for urban migration. They subsequently become involved in problems such as slum dwelling, unemployment, crime, drug abuse, and so forth. The people who are left at home live an inactive life, letting time pass by for nothing. Having ample time can create social problems such as smoking, drinking, gambling, quarreling, drug addiction, theft and murder.

4. Political problems. The youths who are not properly cultivated to be aware of their role in inheriting the country and the community will be indifferent citizens and numb to all situations. They should realize their responsibilities as citizens. Ignorance and indifference in this sense negatively affect the stability of the nation and the community.

Out-of-school women are a major target population. In a seminar on women's operational planning, held from December 11-23, 1985 at the Prime Minister's Office, problems on women at the present time were summarized as follows:

- Educational problems.
- Economic and employment problems.
- Social problems.
- Health problems.

The law stipulates that women and men have equal opportunities. But in reality, because of old values and attitudes particularly in the rural areas, women have less opportunities to study at high levels than do the men. A conference, held for representatives of women throughout the country, under the heading: "Development of Women's Quality of Life in

Thailand" and organized from July 16-17, 1985 summarized causes of inequality of educational opportunity between men and women in the urban and rural areas as:

- Economy. The parents do not have enough financial resources to support all the children. Thus, the boys have the chance.
- Security. There is a general concern that females are weak and cannot protect themselves. Thus, they should be kept with the parents and to help with the household chores.
- Values of the old days which give precedent importance to males.
- Beliefs that only males can have legitimate succession. Therefore, the higher the level of education attained by the son, the greater the honour for the parents and family.

The above factors have exacerbated the following problems especially related to women. Surveys conducted in 1970 and 1980 revealed that 70 and 65 per cent respectively of the total illiterate population were women. In other words, there were in 1980 more than 2 million illiterate women. These women can be regarded as those who lack the basic knowledge to acquire further knowledge in order to live productively in the society.

Illiterates, Aged from 10, classified by Sex and Region

Region	Men		Women	
	Number	%	Number	%
Country	1,137,643	6.8	2,343,140	13.8
Bangkok	79,421	4.3	171,982	8.6
Central (excluding Bangkok)	187,816	5.1	510,128	13.4
Northeast	248,345	4.4	532,893	9.5
North	411,568	11.6	737,990	20.9
South	210,443	10.3	390,147	18.8

Source: Thai Women in Development - Policy Implications of Current Research by Greg Armstrong

The statistical figures above show that women's literacy problems are most severe in the North, Northeast and the South. Illiteracy is more severe amongst women aged 20 years and over than it is in the 15-19 year age group. The rural women also experience more critical problems than do their urban counterparts.

Besides this phenomenon, the same author (Greg Armstrong) reports that in 1970, 50 per cent of the female labour force or almost 15 million were illiterate or semi-literate. Women have less access to education than do men and Greg Armstrong's study reveals that 16.4 per cent of women have lower than Grade 4 education or have never had education at all. In addition, only 71.8 per cent of women in the labour force in the rural areas have completed Grade 4. Women suffer a more general lack of quality of life. Most women lack knowledge and understanding to sharpen their intelligence and personality. They lack the knowledge necessary to properly bring up their offspring and, as a result, there are problems in the rate of growth and health situation of the children. As consumers most women lack knowledge on judgement, saving and safety.

Comparison of Women and Men in the Labour Force Who Had Some Form of Education.

Sex & Year		Percentage of Women and Men in the Labour Force				
		Uncompleted Grade 4	Primary Education	Secondary Education	Teaching Certificate	Higher Education
Women	(1975)	6.4	37.1	1.2	0.5	0.2
	(1979)	6.0	37.5	1.7	0.7	0.4
Men	(1975)	4.5	45.0	3.2	0.6	0.4
	(1979)	4.0	44.0	4.2	0.8	0.7

Source: Women's Development Long Term Plan (1982-2001), p. 9

Figures in this table show that women's education at every level is inferior to men's.

Having less education and lacking vocational skills and the like, women have less access to employment than men. The employers have a general preference for male workers. The situation is worsened by the women's general lack of knowledge of how to tackle matters such as getting a job, changing job etc. When women do find work they often encounter social problems such as the difficulty of raising children who are left unattended while their parents are working.

Health Problems

Women's health problems are generated by the following causes:

- The employed women are burdened with work at the factory and household chores.
- They lack appropriate knowledge on nutrition.
- They lack of food due to poverty.
- They lack knowledge of how to protect and look after themselves by using drugs and medicines properly.
- They are deprived of a satisfactory health station.
- They lack knowledge of how to protect themselves from danger while working in a factory.
- The elderly women lack someone to look after them.

People in Slums and Rural Areas

The illiterates in urban slums and rural areas should also be made a high priority target group. A survey reveals that there is a fair amount of illiterate population in such areas. However, the number is not precisely known. This is due to the fact that these people are migrants from the rural areas. They are in most cases living without registration or are in a sense "nomads". Their number is increasing. Results from the survey conducted in 1980, as illustrated in Table I, reveal that there were approximately 200,000 illiterates aged 10 years and over living in Bangkok. Figures in Table II indicate that there were 28,777 illiterates aged 14 years and over living in Bangkok during 1982-1983. The 1980 survey revealed that the majority of illiterates were rural people whose number can be classified by region as follows:

Illiterates who are 10 years old and over, classified by sex and region.

Region	Men Number	%	Women Number	%
Bangkok	79,421	4.3	171,982	8.6
Central (excluding Bangkok)	187,816	5.1	510,128	13.4
Northeast	248,395	4.4	532,893	9.5
North	411,568	11.6	737,990	20.9
South	210,443	10.3	390,147	18.8
Total	1,137,643	6.8	2,343,140	13.8

The survey also indicates that there are illiterates active in the labour force aged between 14-50 years old. Their number almost reaches 100,000 as seen in the table below.

Illiterates revealed in the survey conducted by Department of Non-Formal Education between 1982-1983, classified by age group and geographical region (excluding areas in municipalities).

Region	Age 14-50 Years	Over 50 Years	Total
Bangkok	21,405	7,372	28,777
Central (excluding Bangkok)	84,965	100,150	185,115
North	339,518	234,757	574,275
Northeast	268,527	291,708	560,235
South	130,413	108,644	239,053
East	48,195	45,856	94,051
Total	893,023	788,487	1,682,510

The above figures suggest that the government has to pay special attention to the rural illiterates - particularly those of working age. These groups are out of the school system. The Sixth National Economic and Social Development Plan (1987-1991) states that it "... will disseminate literacy skills to the people outside the school system, particularly those of working age, so they will be able to read extensively and write the Thai language fluently." In order to accomplish this goal, there has to be cooperation and coordination among organizations and agencies to support the teaching of literacy. Such an operation may be implemented in many forms so that the target groups can choose a learning style best suited to them.

Realizing the existence of such a number of illiterates, the government has embarked upon a literacy campaign in the Bangkok area. The project was established from 1986 until March 1988. There are 6,128 learners participating in the project; 1,681 of them have passed the literacy test; and there are 16,113 illiterates left to be taught.

The Bangkok literacy campaign still continues for a number of reasons: this population has to resort to living day by day; the individuals have had to struggle to live since early childhood; they have no fixed addresses; and they see little value in education. Therefore,

eradication of illiteracy among this population has to evolve according to its ever changing predicament. The following suggestions were made at a 1987 seminar held for APPEAL in Bangkok:

1. There should be mobile classrooms in various forms so as to be congruent with the situations, needs and time spans which correspond with this particular target group.
2. There should be sufficient and suitable supplementary reading material made available in various forms. These materials should be displayed in the classroom and learning centre and distributed to the learners as they need them.
3. Using walking teacher volunteers (as demonstrated by the Department of Non-Formal Education) to teach them using an ordinary curriculum.
4. Provision of various education services coinciding with the learners' leisure time.

As for the youths who discontinue their education, the National Statistical Office reveals that in 1983 there were 5,464,900 youths, aged between 12-19 years and 4,387,390 aged between 15-19 years, who were outside the school system. Of these, 2,584,470 or 47 per cent completed Grade 4 and 2,625,130 or 48 per cent have attained lower than Grade 4 education or have no formal education at all. Between 1984-1987 the number of primary school leavers who did not enrol for secondary education was 600,000, or an increase of 60-64 per cent. As a result, the ratio of youths, aged 13-15 years, who are enrolled in secondary schools to those who are not is 35:65.

The reasons why the primary school leavers discontinue their education in secondary schools have been studied by three concerned organizations: Office of the Permanent Secretary; Department of General Education; and Office of the National Education Commission. The major reasons found are:

- The poverty of the parents results in a desire for their offspring to help the family earn its living.
- A lack of motivation among the youths themselves resulting from poor health and difficult communication terrains.
- The low esteem in which students' parents hold education. This is conditioned by the sight of unemployed graduates in the villages or elsewhere.

The Department of Non-Formal Education conducted a survey of its own in 1986. 1,440 Grade 6 school leavers were interviewed. It found that:

Some 21.6 per cent of them have jobs, and also have incomes from selling their labour and rice farming. Some 52 per cent help their parents with household chores. The rest (25 per cent of the total) have no job at all.

Some 74.9 per cent want to continue their education but cannot afford it. The parents want them to quit because they think that they cannot pay for high education or prefer the children to work. 46.7 per cent of the school leavers want to learn about vocations and 24.1 per cent want to take the academic stream at a higher level.

It is found that 66.5 per cent of the Grade 6 school leavers have less income than expenses. 11 per cent have about equal income and expenses but have no savings, and only 21.5 per cent have adequate income and are able to save some money.

Special Target Groups

"Special target groups" means minorities and hill-tribes, refugees, migrants, people living in remote areas and overseas Thai children. Although their number only comprises a small portion of the country's population, the State does not in any way ignore their existence. Therefore, it is stated in the Sixth Non-Formal Education Development Plan (1987-1991) that: The State will accelerate the implementation of literacy programmes for the special target groups by aiming to operate its plan with the Mountain Thai (hill-tribesmen), Borderland Thai, Island Thai, Muslim Thai, etc. so they will obtain fundamental education which is congruent and suitable to their needs and livelihood, until they can both read and write the Thai language. They will thus be equipped with essential tools to acquire additional knowledge of their own and to apply it in solving problems in their everyday life. This is to be executed by considering operational models which are suitable and congruent with the special conditions which apply to each group.

Each of these groups has a different environment and way of life. Often, they do not use Thai in daily communication. The people who have this mode of life are the hill-tribesmen, some borderland Thais, Muslim Thai in particular southern provinces, and offspring of overseas Thais. It is necessary to support these people to know Thai since it will favourably affect their cultural and national awareness.

It is estimated that there are approximately 400,000-500,000 hill-tribe people in Northern Thailand. They are made up of 6 major tribes (Hmong, Yao, Karen, Lahu, Lisu and Akha). Each tribe has its own ways of life and language. Some of them can manage to speak Thai, but the majority of them are still illiterate. A survey reveals that only 14-39 per cent of the hill-tribe children of school age are enrolled in primary schools. Nevertheless, the majority of them have not obtained Thai nationality and statistics concerning them are not included in the national census.

Figures on Khmer speakers of the eastern border are not readily available. They are concentrated in 4 eastern provinces bordering Kampuchea.

The Muslim Thais in the south are another group which have to be focused on. The national census in 1970 revealed that 74 per cent of the population in the three southern most provinces were Muslims. 63 per cent of them or approximately 400,000 people are over 5 years old and cannot speak Thai. Some of them can read and write Malay and/or Arabic. However, the majority of them are illiterate. The organization of education in this area is bound to face high rates of drop-out and repetition.

One possibility is that the overall illiteracy rate at the national level is high as a result of illiteracy among this special group. In a comparison of regions, the 1970 survey clearly shows that illiteracy among the people in the North where the hill-tribesmen reside, and in the South, where Muslim Thais of Malay descent live, is much higher than in other regions.

Handicapped and Disadvantaged Population

Following a survey conducted in 1981, handicapped people have been classified by region as follows:

Region Type	Country	Bangkok	Central (excluding Bangkok)	North	Northeast	South
Slow learners	60,630	8,680	7,360	11,540	12,670	10,380
Blind	47,210	2,280	8,750	12,240	17,840	6,100
Deaf and/or dumb	63,450	4,470	10,240	17,530	23,190	8,020
Paralysis	87,590	8,260	19,750	17,810	30,290	11,480
Amputees	65,850	3,070	7,340	4,970	6,750	3,720
Others	103,920	10,670	20,650	30,020	24,400	12,680
Total	388,650	37,430	84,090	94,110	120,640	52,380

We can also classify handicaps of children of school age (5-10 years) according to the UNESCO's standard which estimates that handicapped children represent 10.9 per cent of the whole population:

Type of handicap	Percentage
1. Eye	0.1
2. Ear	0.5
3. Mentality	2.7
4. Limb and body	0.6
5. Others	7.0
Total	10.9

Most of the handicapped children's parents are Buddhists, have completed primary education, have sufficient incomes from farming, and have 3-5 offspring. The children's handicap began at birth with unclear causes. In some cases handicaps occur from sickness. Approximately 50 per cent of handicapped children have been tended by doctors and nurses. However, the degree varies according to the attention paid by the parents and their economic situation.

The parents believe that handicapped children have potentials, abilities, endurance and can rely on themselves vocationally. However, they are still the parents' burden. They also believe that handicapped children have desirable personalities which are not frightening but interesting, because they like to express themselves, have fun, and be obedient and warm, but they are easily depressed. The handicap is a sad event, deserving sympathy and needing recognition. Being a matter of fate (Karma), it is nothing to be ashamed of and they should be open about it. In some cases the handicap may be curable.

The parents who have offspring of school age have favourable attitudes towards special education, and agree that special education should be particularly set aside for handicapped children. The Bangkok parents have more favourable attitudes than parents of other regions. Meanwhile, parents of higher economic status have more favourable attitudes than their poor counterparts. Parents of Buddhist faith tend to have more favourable attitudes towards special education than do parents of other faiths.

Most parents who have handicapped children want them to be educated at least at a level of compulsory education or higher. Of more concern are the blind and those who have lost limbs as their parents want them to be educated up to a point where they can help themselves in their daily routine activities.

When we consider handicapped children's needs and educational opportunities, we shall see that only 3.51 per cent of them have access to education, and this favours Bangkok residents who have more opportunities than handicapped children in other regions. (See the table on page 36).

There are schools for the handicapped, such as the School for the Blind, Sothasuksa School (for the deaf), School for the Mentally Retarded, School for Physical Handicapped Children (who have lost limbs) and School for Children with Long-term Illness. Running these schools has been made possible by the aid given by governmental agencies and NGOs both inside and outside the country. Aid is in the form of educational services and other welfare services such as: the Deaf Welfare Foundation Under the Royal Patronage of Her Majesty the Queen Sirikit; the Mental Retard Aids Foundation of Thailand; the Handicapped Aids Foundation Under the Patronage of Her Royal Highness the King's Mother; Raj Pracha Samasai Foundation, Help the Blind Foundation of Thailand; Secondary Education Division, Department of General Education; Department of Public Welfare and the Office of the National Primary Education Commission.

Execution of education for the blind during the fifth national plan is less satisfactory. At the primary education level 13,055 handicapped children or 85.99 per cent were enrolled, and at the secondary education level 2,127 handicapped children or 14.01 per cent were enrolled.

Although the trends show that availability of education for the handicapped has been increasing - more of the target population is covered - it amounts to a very small portion of the whole population and it has not yet reached the rural areas. Special education as it is organized now emphasizes education for individuals deprived of hearing. But for those who are blind or cannot see properly, the mentally retarded, and physically disabled children, it is organized only on an extremely small scale. If there is any at all, it tends to be located in Bangkok. The majority of these schools cater especially for the handicapped. The organization of mixed schools so as to enable ordinary children to learn with the handicapped is implemented on a small scale, and is only set up for children who are audio-deprived or are slow learners. There is one school of this type in the provinces. The rest are in Bangkok.

Some children who have mental and physical health similar to ordinary children have no opportunity to enroll in an ordinary school. We find these children everywhere as slum dwellers, hill-tribes, river people, sea people, etc.. These children need attention, care and opportunities like any other children.

Opportunity-deprived Children

We cannot precisely tell how big the number of these children is. This is due to the fact that they lack official documents such as birth certificates and residence registrations and their births were not reported to officials. Most of them are in remote, arid areas or difficult geographical locations. They may be:

- Extremely poor.
- Without one or both parents.
- Offspring of people who are threatened by terrorists, living in infiltration areas; slum dwellers who followed their parents from the provinces.
- Working to help their parents to earn a living.
- Beset by social problems or be deprived of education for one reason or another. All these children inevitably have an inferiority complex or are deprived of education, environment, linguistic culture, opportunities to develop quality of life, and other normal conditions.

State of Education Organization

Although these children have no chance to enroll in ordinary schools like their peers, this does not connote that their educational opportunity is nil. A governmental organization has existed to help in the form of a welfare education school. At the same time, NGOs have assisted by setting up foundations at the central and provincial levels - at pre-school, primary education and secondary education levels. The welfare is given to students in the form of food, uniforms, tools, sports outfits and accommodation.

Educational Welfare Schools are set up and run by the Department of General Education. The schools can be classified according to their types, as : Educational Welfare School for the Hill-tribes; Educational Region School; School for the Leprous Parents' Children; and schools for troublesome areas in Bangkok.

There are hill-tribesmen in 22 provinces. There are 158 Educational Welfare Schools set up in these provinces by the Department of Public Welfare and 9 schools set up by Office of the National Primary Education Commission. A number of Ashram or non-formal schools have been set up in the mountainous areas by the Department of Non-Formal Education. Education for children in terrorist infiltration areas has been organized by Border Patrol Police General Headquarters.

Organization of educational welfare for deprived children is still far from being sufficient, compared with the number of children who are eligible for such a service. See the table on the following page.

Numbers of Educational Welfare Students, classified by levels of education (1982-1986).

Level	1982	1983	1984	1985	1986	1987
Pre-school	321	320	313	318	333	1,605
Primary education	10,427	10,811	11,222	11,644	12,209	56,313
Secondary education	458	442	663	719	793	3,075
Total	11,206	11,573	12,198	12,681	13,335	60,993

Source: Department of General Education, Sixth Phase of Educational, Religious, Art and Cultural Development Plan (1987-1991).

As we may see, the State has attempted to enroll more students of educational welfare during the sixth plan. The chances are that as Thailand will enter into a state of "NIC" (Newly Industrialized Country) within the next ten years, there will be more boys and girls of school age following their parents to industrial estates. In addition, uneven distribution of income and differences in social status will block the poor families' chance to send their offspring to ordinary schools, as illustrated in the table below.

Targeted Numbers of Educational Welfare Students in the Sixth Development Plan (1987-1991), classified by levels of education.

Level	1987	1988	1989	1990	1991	Total
Pre-school	370	370	370	370	370	1,850
Primary education	13,130	13,790	14,340	14,840	15,190	71,290
Secondary education	630	630	630	630	630	3,150
Total	14,130	14,790	15,340	15,840	16,190	76,290

Problems and Recommendations

There should be a survey of the educationally deprived children at every level to systematize the data for use in planning and effective implementation of educational welfare. So far no organization has updated its information on educationally deprived children for use in planning. Organization of educational welfare institutes for deprived children is still far from adequate, although the trends show that it will be increased in the future. Because this service is expensive its distribution at present is uneven. Budget allocation should be flexible so the implementation will meet the set objectives and goals. This gesture would show the government's desire to extend social welfare and educational equality to the people of all levels. At present little assistance is received from the private sector, and coordination between the private and public sector is minimal. Public relations must be undertaken to enable organizations, governmental as well as non-governmental, to fully participate in organizing such welfare activities.

Chapter 3

Strategies to Achieve the Goals of EOI and CE

Policy

It was found in an illiteracy survey in 1980 that there were 3,296,606 illiterates. Among them, 2,891,105 were in cities, and 405,501 in the rural areas. 1,409,664 of them were men and 2,246,942 women. During the 1982-1986 national literacy campaign which employed various means, 1,000,000 people became literates in addition to some who had passed the literacy test in 1981. Therefore, it is calculated that there are still 2.3 million illiterates on top of the new-born illiterates and the semi-literates.

During the Sixth Development Plan (1987-1991), the Ministry of Education has set the goal of eradicating illiteracy, i.e. to turn at least 200,000 illiterates into literates. If they can execute the plan accordingly, it is anticipated that by the end of the 12 year period from now until 2000, Thailand will have no illiteracy. However, operation of the plan in some areas and with some target groups who possess linguistic differences may not be as successful as previously anticipated. Also, the government fears that there will be inevitably more illiterates. Thus, it has declared a policy to "eradicate all illiteracy within the year 2000."

As for continuing education, the government has given precedent importance to non-formal education so as to develop the people's quality of life, as made evident in the policy declaration in the parliament on August 27, 1986. It is also stated in the Sixth Education Development Plan (1987-1991) that: "(the government) shall promote and develop non-formal education in order to render academic services to the youths and general public according to their needs and necessary situations, with the aim of developing the people's quality of life, communities and vocational undertakings through":

1. Development of model, curriculum and learning/teaching so as to give wide opportunities and respond to the youths' and general people's educational needs; also to give educational services in knowledge, information, and data which are essential to development of quality of life, vocational undertaking and community development.

2. Organization of short training-courses for: unemployed people who want to increase their income; people who want to maximize their work efficiency; people who want to change their jobs or are entering the labour market; people in the service sector; and those who are in the tourist industry.
3. Improvement of both formal and non-formal education systems by making them relate and support each other on lifelong education principles.

To make illiteracy eradication continue according to goals set for the year 2000 and to make it and continuing education organization support and agree with each other, the government has identified the following strategies, strategy statements, activities, programmes, and target groups.

Literacy Training for the Labour Force

Promotion of literacy training of people outside the school system, particularly those active in the labour force, so they can read and write Thai and have opportunities for continuing education according to their needs or can at least attain the level of compulsory education. Target Group: illiterates and neo-literates.

Strategy Statements

- Promotion of reading and writing Thai is significant.
- Improvement of the means of promotion of literacy training and modification of existing models so as to service the target groups more widely.
- Promotion of non-formal education activities so as to develop literacy skills and ways to use them in daily life.
- Organization of guidance/counselling services for the people who have missed the first educational opportunities in the formal education system, to take them into the non-formal education system.

Activities and Programmes

- National Literacy Campaign.
- Reading promotion according to the national book development plan.
- Reading habits promotion campaign.
- Functional Education.
- Radio/Correspondence Education and Equivalent Education for people outside the school system.

Literacy Training for Minority Groups

Expansion of educational opportunities for the target groups with specific problems such as the minorities and the people in areas subject to security measures. This is to elevate their quality of life. Target Groups:

- People living in slums and rural areas.
- Special target groups.
- The crippled, handicapped and those deprived of educational opportunities.

Strategy Statements

- Organization of educational activities relevant to local situations and needs.
- Support and promotion of concerned governmental organizations and NGOs to participate in organizing quality of life activities and emphasizing self-reliance at the end.

Activities and Programmes

- Literacy Skills Promotion Project for Special Target Groups.
- Continuing Functional Education.
- Radio/Correspondence Project.
- Project for Hill-Areas Education (HAE).
- Promotion of Quality of Life for the Rural People Project.
- Interest Group Project.

Literacy Training Materials for the General Public

Urgent expansion and improvement of knowledge resources by various means. This is to promote the people's opportunities for self-acquisition of knowledge. This is to be executed continuously, particularly in the development of village reading centres, public libraries and museums in many forms. Target Group: the general public.

Strategy Statements

- Promotion of the village reading centres to be set up in every village and cooperation with other agencies in gradually developing them into knowledge resources.
- Promotion and support of the people and other agencies so they can set up public libraries in every district by various means which are more effective and cost saving.

Activities and Programmes

- Book donation organization.
- Village reading centre setting.
- Public library preparation.
- Production of curriculum, texts and educational media.
- Organization of children's books by the communities.

Literacy Training for those outside the Education System

Organization of education to promote vocational undertakings, increase income and work in the rural areas by stressing guidance, counselling and training about vocational opportunities and perspectives, vocations suitable to the local situation, and analyzing and synthesizing. In addition, promotion and cooperation with other agencies (GOs and NGOs) to develop a complete circuit of vocational organization development will take place. Target Groups:

- The general public and neo-literates.
- Out-of-school youths.

- Women and parents.
- The labour active population.

Strategy Statements

- Promotion of vocational studies by emphasizing teaching in perspectives and opportunities so the learners will readily have information and data for decision-making to enable them to choose suitable vocations.
- Expansion of vocational opportunity studies, emphasizing flexible activities so the learners will have a wide selection, suitable to their needs.
- Coordination with other agencies and organizations which are concerned with vocational education so that the contents will be organized in relation to each other and form a complete circuit.
- Setting up of a follow-up system for trainees with a view to improving the activity organization.

Activities and Programmes

- Organization of vocational training.
- Organization of interest groups.
- Short-course training for youths and out-of-school population.
- Expansion of poly-technical schools to the communities.
- Vocational education to solve problems of poverty in the rural areas.
- Short-course vocational training for people living in the border areas.
- Production and development of curriculum, texts and educational media.

Programming

In order to attain the goals set forth in the aforementioned policy, Thailand has planned to operate the programmes in three categories: eradication of illiteracy; post-literacy programmes; and continuing education.

The target groups will comprise seven categories: the drop-outs from primary school; youths and out-of-school women; people in slums and the rural areas; the youths who discontinue their education to secondary education; special target groups/minorities such as hill-tribesmen, refugees, migrants, crippled and handicapped people, people deprived of educational opportunities and parents.

Activities or programmes to eradicate illiteracy have aimed to secure opportunities for every illiterate so they can learn literacy and have knowledge, abilities and skills to function in their daily life. happily. There are five projects :

1. National Literacy Campaign.
2. Literacy Promotion Among Special Target Groups Project.
3. Functional Education Project.
4. Radio/Correspondence Education Project.
5. Hill Areas Education Project.

The post-literacy programme aims to open up opportunities to the semi-literates so they can sustain already acquired literacy skills, utilize them, participate in national development, and aims to create opportunities in continuing and lifelong education. The post-literacy programme is comprised of eight activities/projects:

1. Book donations.
2. Village reading centres.
3. Public libraries.
4. Production and development of curriculum, texts and educational media.
5. Promotion of reading habits according to the National Book Development Project.
6. Reading Habits Promotion Campaign.
7. Availability of Children's Books to the Communities.
8. Promotion of Quality of Life for the Rural People Project.

As for continuing education for the improvement of quality of life, it is comprised of a non-formal education academic stream, vocational studies and essential skills pertaining to livelihood undertaking which are:

- Short-course vocational training.
- Interest group.
- Functional Continuing Education Project.
- Short-course training for youths and people outside the school system.
- Expansion of poly-technical schools to the communities.
- Vocational education to solve problems of poverty in the rural areas.
- Short-course training for people in border areas.
- Production and development of curriculum, texts and educational media.

In summary, activities of continuing education and eradication of illiteracy can be classified according to the type and objective as:

Promotion of Literacy Skills

The Department of Non-Formal Education has undertaken the following activities to solve problem of illiteracy among women:

1. National Literacy Campaign. This is to help the people between 14-50 years of age to be able to read and write and play a foundation role in developing life and acquiring knowledge. This is because "Literacy is a tool for knowledge acquisition, advancement and technology which are essential to living". Despite the fact that literacy alone cannot solve problems in life, it is important for the living happily in the community and accomplishing successes in life.

   The literacy campaign regards the teaching of Thai to one's fellows as a duty of every Thai citizen. Therefore, the execution of the campaign is to pool resources and wisdom from the public and NGOs, individuals, parents, brothers and sisters and neighbours, The teaching method is one-teach-one. The teaching volunteers are

students, monks, officials, police, soldiers, and plain citizens who believe that teaching literacy is every Thai's duty.

2. Functional Literacy Education. This is an educational project for illiterate population. Besides teaching one to read and write and to have civil responsibilities in the democratic system, it also emphasizes the "Khitpen" process. The graduates from this project will be awarded a certificate which confers the same privileges as that of Grade 4 (Level 2). The course takes 200 hours to complete.

3. Organization of Continuing Education, academic stream. This is an endeavour to provide the people with equality in education and opportunities to conduct their own studies. The curriculum is of 3 levels:

    1. Functional Education, Level 3.
    2. Lower Secondary Education.
    3. Upper Secondary Education.

For each of the three levels at least two years study is required to complete the course. The passed unit-credits can be accumulated for five years. The learning approaches are of three types:

- Distance learning. This mode of learning is accompanied by radio and television (Channel 11) programmes.
- Self-instructional approach (Equivalent Education) which the learners study mainly by themselves at home. They attend the examinations and meet groups to do group activities as specified.
- Classroom-type Learning. The classes are opened in adult schools which are normally operated in the evening. The Department of Non-Formal Education utilizes personnel and facilities of primary and secondary schools.

Operation of this project has been accomplished with cooperation of Department of General Education, Office of the National Primary Education Commission, Department of Religious Affairs, the Educational Techniques Department, the Vocational Education Department, and Department of Non-Formal Education.

Education for the Development of Vocational Skills Training

Presently, there are at least 10 governmental organizations and 40 non-governmental organizations which operate vocational skills training for women. As for the Department of Non-Formal Education in particular, the activities organized for women are as follows:

1. Vocational Skills Training for Adults. This activity is set up to better the people's vocational livelihood, ranging from counselling services and opportunity exploration to preparation of skill readiness. The training is of 2 types:

    a. Stationed school. The training of this type is organized in daytime schools which have facilities and teaching staff readily available. The learning is organized in the evening. The course length is 50-100 hours, depending on the suitability of each subject.

b. Mobile school. At times, training units are organized and sent out to train the people in the rural areas or remote villages. Some course lengths may be long but do not exceed one year. Afterwards, the units move to other communities. If they are open in the daytime (during official hours) they use the same curriculum as type (a), i.e. the course length is 50-150 hours. The subjects taught are similar to the ones taught in the stationed schools. They are, for example, dressmaking, auto-mechanics, electronics, radio-mechanics, cosmetology, and agriculture.

2. Organization of Interest Groups. Interest groups are a form of non-formal education which takes the problems, interests, living situations and needs of the target groups into consideration. They aim to enable the learners to apply the skills and knowledge gained usefully for themselves and their community. Arrangement of interest group learning is quite flexible and responsive to the learners' needs in a relatively short period. A learning course does not exceed 30 hours. The instructor is paid 30 Baht/hour. A course can be only 5,8 or 15 hours - depending on types of subject being taught. Students learn in a group of not less than 15 persons. The instructor is an expert in the area. He can be anyone, be it an official or a villager. The most important consideration is that he must be able to proficiently teach or give training in that particular subject. Popular subjects seen in the past are how to make compost, how to graft transplants, how to grow mushrooms, how to select fertilizers, etc.

Information and Data Services

In supporting women in the realm of lifelong education, it is extremely necessary that there be an information acquisition system which is up to date and useful. The Department of Non-Formal Education has orgainized the following activities:

1. Organization of public libraries. This is organization of an educational activity which is multi-purposes and serves people of all ages, sexes and educational levels. This is to promote the people's reading habits, encourage them to spend their leisure properly, and enable them to receive up to date news and information relevant to the ever changing environment. Presently, there are public libraries set up in various forms: provincial libraries; district libraries; sub-district libraries and mobile libraries. The provincial libraries will serve as bases for book rotation within the provinces, by organizing mobile units and bringing books to the people. In some cases, books are arranged into boxes called 'book boxes to the door-steps'. The boxes are subsequently passed to various points. The district libraries serve as service bases for information and knowledge sources for the villages. They produce documents and printed materials suitable for the rural population. This type of activity is being trialed in some districts. If the trial gives favourable results, such services will be disseminated to other provinces. The ultimate aim is to supply the rural people with more books and printed materials for inquiry and knowledge.

2. Provision of village reading centres. The activity is executed in such a way that the villagers are encouraged to build their own reading centres. The villages have their own village reading committee which is entrusted with the duty of finding a proper place and looking after the overall well-being of the reading centre and the selection and delivery of printed material. The government helps by allocating a budget

sufficient for the purchase of 2 daily newspapers (which amounts to 2,190 Baht per year) and supplies of printed materials. From an evaluation, it was learned that the villagers with a village reading centre receive more knowledge, news and information, movements, examples of community development activities and useful points in vocational undertaking than the villagers without a reading centre. At the same time, there are many problems regarding the village reading centres in matters of newspaper delivery and other printed materials allocated for the village reading centres. To provide for cases where books, documents and other printed materials are scarce, campaigns for book donation are operated on September 8th of every year which is the International Literacy Day. The donated books and printed materials are then sent to the village reading centres so that they have more books to read.

The village reading centre is not only used as a reading facility, it is also a public place for dissemination of news, ideas and information from outside, from the mass media and from within the village itself. The success of a village reading centre depends on the villagers' cooperation. The government only gives assistance in academic matters and regular budget for the newspaper purchase. The fact is that the goal of the village reading centre is to create a learning centre for the village. If such a reading centre is set up in a monastery which is a centre for all souls and spiritual development of the people, the activity will help in promoting the knowledge, virtue and moral development of the people.

3. Provision of audio-visual units. An audio-visual unit brings news, information, announcements, articles and other knowledge to the public. It also disseminates and publicizes government works by means of showing movies in various locations. The Provincial Non-Formal Education Centre will set and notify the places and dates of presentation in advance. The places of such presentation tend to be in the remote rural areas. The unit rotates around those areas. This is to support the people to spend their leisure time productively - in matters of news, information and entertainment.

4. Production of wall newspaper. Currently, the Department of Non-Formal Education has undertaken the production of two newspapers: Non-Formal Education Notes and Non-Formal Education on Population Education. The two newspapers print articles on sanitation, family planning, law in everyday life, Thai culture and traditions, interesting news and facts on appropriate technology. The articles are printed in simplified language. Texts of most articles printed in the newspapers can be well applied in the daily life of the readers and are suitable to the conduct of vocational undertakings and the leading of a rural life. Furthermore, they help promote reading skills and prevent illiteracy relapse among the rural people. Each newspaper has one large piece of paper which is aimed to be spread and attached to a wall for public viewing. They are fortnightly newspapers, and are sent to the village reading centres, monasteries, health stations, schools and offices of sub-district chiefs and village headmen throughout the country.

5. Production and broadcast of radio and television programme. These are for the presentation of knowledge relevant to the people's livelihood in various respects such as occupation, sanitation, law, traditions and cultures, and administration. The programmes are in many forms such as dialogue, interview, discussion and drama. The programmes are transmitted by many radio and television stations throughout the country.

Organizational Structure

In order to eradicate illiteracy and provide continuing education, four local level committees have been established, namely provincial, district, sub-district, and village levels. At the provincial level the governor presides as the head of the committee. The district official presides as the head of district level committee, the Kamnan heads the sub-district level committee; whereas, the village level committee is headed by the village headman. These working committees have responsibility for identifying target groups, setting up working strategies, allocating resources and personnel and follow-up and reporting of actual activities. On some occasions the committee may set up working groups to ease the workload. Members of the committee are representatives from government agencies, private and religious sectors, and community leaders. At the village level there is a coordinator responsible for conducting the learning activities of 10 illiterates. He encourages volunteers and learners to learn, makes suggestions, facilitates learning activities, and also reports and does follow-up work. The coordinator may be a community leader or any appropriate person who is capable and has available time for such functions.

Volunteer teachers are considered to be a most important factor in illiteracy eradication. Any literate person can be a volunteer teacher no matter what sex or educational background he or she possesses. Normally both volunteers and learners come from the same village so they can continue learning activities easily.Besides the Ministry of Education, other organizations which share responsibility for illiteracy eradication are the Department of Non-Formal Education, Regional Non-Formal Education Centres and Provincial Non-formal Education Centres respectively.

The Department of Non-Formal Education is responsible for operating, supporting and coordinating with both governmental and private organizations whose work is related to non-formal education. The Department sets up a national plan and policy for non-formal education development, and fosters the development of regional and provincial centres by providing personnel, materials, and budget for the conduct of NFE activities. The Department also directs and takes control of activities to ensure that they correspond with goals and policy.

The regional non-formal education centre is responsible for academic work and development of NFE models. It conducts research, personnel training, curriculum and media development and development and evaluation of NFE operational activities. Presently there are 5 regional centres: the Northern Regional NFE Centre in Lampang; the Southern Regional NFE Centre in Songkhla; the Central Regional NFE Centre in Ratchaburi; the Northeastern Regional NFE Centre in Ubon Ratchathani; and the Eastern Regional NFE Centre in Rayong.

The provincial NFE centre is responsible for conducting NFE activities for the target groups in the province. The PNFEC also gains support from the Department and the Regional NFE Centre in doing its functions.

Financial Resources

According to the Sixth National Economic and Social Development Plan (1987-1991), the government has planned for budget allocation to facilitate illiteracy eradication as follows:

Plans/Projects/ Activities	Budget (Million Baht) 1988	1989	1990	1991	Responsible Agencies
Eradication of Illiteracy					
1. The National Literacy Campaign Project	-	2.48	1.88	1.93	The Department of Non-Formal Education with the cooperation of related agencies - governmental and private (especially in Bangkok area)
2. The Promotion of Literacy for Specific Target Groups	3.24	3.35	3.51	3.63	DNFE
3. The Functional Literacy Project	33.6	36.96	40.65	44.70	DNFE with the cooperation of related governmental agencies
4. The Radio/Correspondence Study Project (Distance Education)	21.50	23.17	26.41	30.37	DNFE (including budget for Radio/Correspondence Study at other level)
5. The Hill Areas Education Project	8.89	9.77	10.74	11.80	DNFE and the Department of Public Welfare
Promotion of Literacy					
1. The Book Donation Centre Project	-	-	-	-	DNFE
2. The Public Library Centre Project	81.2	91.70	108.02	123.54	DNFE
3. The Public Library Project	26.63	27.96	29.35	32.28	DNFE
4. The Project for Development and Production of Material and Educational Media	-	8.40	8.80	9.25	9.90 DNFE
5. The Promotion of Quality of Life for Rural People Project	10.89	11.39	11.84	12.34	DNFE with the cooperation of related government and private agencies
6. The Promotion of Reading According to the Book Development Project		(Data Not Available)			The Committee for Book Development (budget cannot be specified)
7. The Campaign for Reading Habits Promotion Project	1.45	1.45	1.45	1.45	The Educational Techniques Department and related agencies
8. The Provision of Books for Community Children Project		(Data Not Available)			The Children's Foundation (budget cannot be specified)
Continuing Education for Quality of Life Development					
1. Vocational Education	49.68	54.64	60.10	69.11	DNFE
2. Interest Group	7.56	7.93	8.32	8.90	DNFE
3. Functional Education					
a) In-class Study of Department of General	48.65	48.65	48.65	50.10	DNFE with the cooperation
b) Distance Study Commission, and	21.50	23.17	26.41	30.37	Education, Office of the National
c) Self-Study	0.62	0.62	0.62	0.64	Office of the Permanent Seretary for Education

BEST COPY AVAILABLE

Plans/Projects/ Activities	Budget (Baht Million) 1988	1989	1990	1991	Responsible Agencies
4. Short-Course Training for Youths and Out-of-School Population	298.60	310.22	320.72	331.62	The Vocational Education Department (VED)
5. The Expansion of Poly-technical School to Housing Community	12.0	12.0	12.0	12.0	VED
6. Vocational Education for Poverty Solving in Rural Areas	4.52	4.52	4.52	4.52	VED
7. Short-Course Vocational Training for People in the Border Areas	23.0	23.0	23.0	23.0	VED
8. The Development and Production of Curriculum, Learning Materials, and Educational Media	8.40	8.80	9.25	9.90	DNFE

The support from private sector and other organizations can be classified into two types. The first is donations in the form of materials and equipment such as books, stationery, building materials, etc. The second type is provision of funds for expense items for which the government cannot provide, for example printed material, seminars, meetings, study tours, research and format development.

The financial support from organizations both inside and outside the country will be subsidized in some cases. Therefore, details of the project or operational procedures have to be provided. However, in cases of immediate necessity, such activities may be implemented by seeking extra budget from the Bureau of the Budget.

Community Participation and Local Resource Mobilization

The eradication of illiteracy and provision of continuing education can hardly be accomplished without the cooperation, support and participation of the community. Participation and support of the community can be manipulated in various ways.

Public relations activities which encourage learners and volunteers to join the project have two main objectives:

a. To make the illiterates perceive the value and necessity of literacy and willing to participate in the literacy campaign.

b. To urge literate persons to volunteer to teach. From the study, it is explicit that the role of people in the community is important in yielding results.

Since all the illiteracy eradication activities take place in the community, it is found that the strong and active participation of people in the community yields considerable success. Through committees or working groups people in the community take part in surveying and identifying the target audience in their own community. One of the key obstacles in identifying the targets is that the survey can hardly cover the whole area. This results in unclear data. Participation of people in the community not only lessens the survey problem, but also helps in providing detailed information about those who may be urged to be

coordinators and volunteer teachers in the community. Without these people, the implementation of national literacy eradication will be quite hard to manipulate.

Support and coordination of operational activities from the community may be in terms of provision of learning materials, donation of books for neo-literates to maintain their reading ability, and supervision of the village reading centre to make it the major information source.

Local people take part in the follow-up and evaluation of the learning activities, identifying the community's needs and coordinating with governmental agencies. They provide suggestions and data for the coordinator, volunteer teachers and learners. They cooperate in conducting continuing activities, provide materials necessary for learning situations, and create a learning atmosphere in the community. It is expected that those who participate in the project will possess good reading habits, and use reading and writing skills to seek additional knowledge.

Technical Resource Support

The Department of Non-Formal Education has developed core curriculum and learning materials that can be used with learners in all regions of the country. The contents of the curriculum are general topics related to people in the Thai community. In addition, the Department has developed teachers' manuals, and operational manuals for NFE activities.

The Regional NFE Centre is responsible for the development of a regional curriculum which is harmonized with the situations and living condition of people in the region. Supplementary reading materials are also developed and published by the regional centre. Additional learning media are produced in the forms of wall newspapers, booklets, folders, periodicals, and radio programmes.

The development processes for curriculum and learning media for both the Functional Literacy Project and the National Literacy Campaign Project are similar in terms of characteristics and operational procedures. Data on local problems, effects and solution of problems are used to determine the contents of the curriculum. The acquired data leads to the design of curricula, learning media, and learning procedures which are interesting and relevant to the lives of the learners and the condition of the community.

About 80 per cent of the curricula developed by the Department and Regional Centres will be supplemented by additional teaching-learning material in the form of charts, examples, and other additional media. The supplementary media will help an inexperienced or unskilled teacher to teach with less difficulty. Learning texts and supplementary reading materials will mainly be published in Central Thai language. However, in some regions the people have their own dialects, and in order to help them understand the contents more precisely the Regional NFE Centres have added local language in the learning materials.

Training of Teachers and Other Personnel

Training of teachers and related personnel, especially those who work at the operational level in the provinces, has been prepared and organized at all three levels - by the central office, regional and provincial centres accordingly. Each level has different training objectives.

At the central office, the Non-Formal Education Development Division is responsible for the design of training models, strategies, subject matter, and production of training manuals with the support of data and opinion from regional and provincial staff. In addition, the Division is responsible for "training of the trainers" and support training at the regional and provincial centres as necessary.

The regional non-formal education centre is responsible for the training of provincial staff members in project administration and illiteracy eradication, as well as the training of Functional Literacy teachers. Moreover, the regional centre has to do follow-up evaluation of the training in order to identify weak points in the training and to collect data to be used in training model and media development.

The provincial non-formal education centre is responsible for in-service training, supervision, and follow-up of the actual activities undertaken in field work.

As for the Functional Literacy teachers, they will be trained for 7-10 days before they start working. Training curriculum is developed by the Department. Training contents consist of principles of adult education implementation, adult psychology, curriculum and learning materials development, utilization of learners' manuals, and other implementation activities. Teacher training is considered to be fundamentally essential. The objectives of the FL curriculum emphasize self-reliance of learners in perceiving problems and acquiring necessary skills to solve daily life problems. In order to fulfill the curriculum objectives, the teacher has to play his role as a guide, information sharer, and facilitator of the learning atmosphere. However, literacy teaching is still considered an important part of the curriculum. The learners are, therefore, required to sit in on at least 70 per cent of the total 200 hours to complete the curriculum.

Research and Innovation

Research and utilization of innovation in the literacy campaign project is directly promoted by the Department of Non-Formal Education. Other agencies, including DNFE, also implement the research.

The office of the National Education Commission has launched a nationwide study on literacy conditions and related aspects in order to obtain necessary data for national policy formulation in education. The ONEC also did a broad study on the effectiveness of illiteracy eradication models.

The Department of Non-Formal Education will study and evaluate the needs of learners, and the progress of project implementation so as to obtain data for policy formulation, planning and development of operational models.

The Regional NFE Centres not only help and support the Department in doing the research, but also conduct their own research to study factors related to the Centres' work. For

instance, they study about the curriculum and learning materials produced by the regional centres.

University students and researchers both in the country and abroad also pay attention to the study of illiteracy eradication in Thailand. This research may concentrate on some specific areas or target groups depending on the researcher's interest. Generally these researchers work cooperatively with the Department of Non-Formal Education.

Research findings which are related to the operational models or utilization of innovation will be used as basic data for development of operational models and strategies.

Monitoring and Evaluation

Direction and control of the work is an essential task that has to be done continually. There are different levels of agencies to do such work. The Operations Division, Department of Non-Formal Education has direct responsibility for encouraging and urging operational centres to work according to the goals, policy and implementation plan. The Provincial Development Committee is responsible for the implementation of the educational activities included in the Provincial Development Plan. The Committee is also in charge of directing and controlling working operations. As for the Provincial NFE Centre, it has direct functions for the implementation of field work. The director of the centre is responsible for directing and facilitating the work of field workers under his supervision. At the district level a district education official is responsible for directing and supervising the work and he is assisted by a NFE Coordinating Centre which shares these duties. The people in the communities gain the most benefit from NFE activities and the Sub-District Committee and The Village Development Committee also take part in such functions.

Project evaluation is carried out by the Sub-Committee for Educational Activities Follow-up for Rural Development. The Planning and Research Division, Department of Non-Formal Education, has direct functions to evaluate the efficiency of all kinds of NFE projects and activities. The Regional NFE Centre has the responsibility of evaluating the project as well as NFE standards.

Field visits, conferences, seminars, and utilization of questionnaires are the means most commonly used for the direction, control, follow-up and evaluation of NFE activities.

In the project evaluation, there are two main objectives. That is, to evaluate both the achievement and the impacts of the project. Both formative and summative evaluation are undertaken. Collection of data, in some cases, may be done informally. However, formal data collecting will be used for overview evaluation.

Those who have the responsibility to direct or do follow-up evaluation in the field will bring questionnaires or supplementary tasks with them to help them perform their job. NFE activities will be directed and controlled according to the plan that has been set. Collection of data for activities or project evaluation can be done through reports, interviews, survey evaluation, or observation forms as appropriate.

The NFE Department and the Regional NFE Centres cooperate in project evaluation. In most cases the Goal-Based Approach model is applied for project evaluation. Only a few projects, such as the National Literacy Campaign Project, pay more attention to impact evaluation.

Supervision and follow-up evaluation of illiteracy eradication projects can be classified into four levels, namely the central, regional, provincial and local levels. At the central level, the Illiteracy Eradication Follow-up Sub-Committee appointed by the National Non-Formal Education Committee, and the Supervisory Unit in DNFE will perform such supervisory functions. These two agencies will periodically do follow-up evaluation during the operational period.

At the regional level, the regional supervisors and the evaluation staff in the Centre will carry out such functions. At the provincial level this role will be played by the Illiteracy Eradication Committee appointed by the governor. At the local level three committees are in charge of local evaluation. The District Supervisory and Follow-up Committee, the Sub-district Committee and the Village Development Committee will be responsible for supervision and evaluation of field workers respectively.

Besides following up work progress, the supervisors at each level will provide suggestions and technical support in learning activities. They will also evaluate and provide a report on the implementation results.

Statistical Tables

Population by Sex and Age-Group 1960-1987

Population	1960	1970	1980	1987
Total	26,257,916	34,397,374	44,824,540	53,605,000
Female	3,102,700	17,277,800	22,492,954	26,775,697
% Female	49.90	50.23	50.18	49.95
0-14 Years Old				
Total	11,317,161	15,513,214	17,167,798	18,868,960
Female	5,647,263	7,787,633	8,614,801	9,425,045
15 Years and Over				
Total	14,940,755	18,884,160	27,656,742	34,736,040
Female	7,455,437	9,485,514	13,878,153	17,350,651

Source: National Statistical Office, 1987.

Number of Adult Illiterates by Sex 1960-1980 (15 years and over)

Adult illiterates	1960	1970	1980
Total	4,825,864	4,041,210	3,296,606
Male	1,552,927	1,224,012	1,049,664
Female	3,272,937	2,817,198	2,246,942

Source: National Statistical Office, 1987.

Literacy by Sex 1960-1980 (10 years and over)

Literacy rate (%)	1960	1970	1980
Total	70.8	81.8	89.5
Male	80.6	88.9	93.1
Female	61.0	74.8	86.2

Source: National Statistical Office, 1987.

Illiteracy Rates of Male and Female Population (1937-1980)
Illiterates as a percentage of population

Year	Male	Female	Total
1937	52.7	85.1	68.8
1947	32.6	59.9	46.3
1960	19.4	39.0	29.2
1970	11.1	25.2	18.2
1980	6.9	13.8	10.5

Source: Literacy Situation in Thailand, Department of Non-Formal Education, 1983.

Total numbers and percentage of adult illiteracy by age group, by sex and urban/rural location, 1980.

Age Group %	Total Urban %	Male Urban %	Female Urban %	Total Rural %	Male Rural %	Female Rural %	Total Urban/ Rural
15-19	14,217	5,177	9,040	141,529	58,425	83,104	155,740
	(9.1)	(36.4)	(63.6)	(90.9)	(41.3)	(58.7)	(04.71)
20-24	16,840	5,530	11,310	137,369	50,329	87,040	154,200
	(10.9)	(32.8)	(67.2)	(89.1)	(36.6)	(63.4)	(04.68)
25-34	33,510	9,539	23,971	275,122	96,104	179,018	308,632
	(10.9)	(28.5)	(71.5)	(89.1)	(34.9)	(65.1)	(09.36)
35-44	53,401	15,141	38,260	398,047	133,393	264,654	451,448
	(11.8)	(28.4)	(71.6)	(88.2)	(33.5)	(66.5)	(13.69)
45-54	72,654	23,805	48,849	495,132	154,500	340,632	567,786
	(12.8)	(32.8)	(67.2)	(87.2)	(31.2)	(68.8)	(17.22)
55-64	89,022	28,524	60,498	626,623	181,216	445,407	715,645
	(12.4)	(32.0)	(68.0)	(87.6)	(28.9)	(71.1)	(21.71)
65 +	125,857	37,693	88,164	817,283	250,288	566,995	943,140
	(13.3)	(30.0)	(70.0)	(86.7)	(30.6)	(69.4)	(28.62)
Total	405,501	125,409	280,092	2,891,105	924,255	1,966,850	3,296,600
		(30.9)	(69.1)		(32.0)	(68.0)	(100.00)

Source: Literacy Situation in Thailand, Department of Non-Formal Education, Ministry of Education, 1983.
Note: Percentage of Total Urban and Rural compared to the whole literates.

This series comprises the following country studies:

1. Bangladesh (People Republic of)
2. China (People Republic of)
3. India (Republic of)
4. Indonesia (Republic of)
5. Lao People's Democratic Republic
6. Malaysia
7. Nepal (Kingdom of)
8. Pakistan (Islamic Republic of)
9. Philippines (Republic of)
10. Thailand (Kingdom of)
11. Vietnam (Socialist Republic of)
12. A Regional Overview

BEST COPY AVAILABLE